# **Maryland Report Card**

Frederick County
2015 Progress Report

	Co	unty	Sta	ate		Cou	nty	Sta	ite
Attendance Rate %	2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:				
Middle	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	25.3	23.4	27.4	27.2
High	94.5	94.4	92.4	92.7	Advanced Professional	72.4	72.7	65.2	65.5
<b>G</b>					Resident Teacher	0.0	0.0	1.1	0.7
<b>Cohort Graduation Rate%</b>					Conditional Teacher	0.4	0.3	1.5	1.0
		02.62		06.00	% of classes NOT taught by high	ıly qualifie	d teachei	rs	
Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	93.70	92.62	88.70	86.39	All Quartiles	3.6	3.5	8.4	7.6
Class of 2014 (5-Teal Nate)	33.70		00.70		Elementary Low Poverty	2.2	1.5	2.9	3.0
					Elementary High Poverty	0.0	0.7	10.5	11.4
					Secondary Low Poverty	3.7	5.5	6.7	6.0
					Secondary High Poverty	4.7	*	17.7	15.7
		"*" inc	dicates no stu	idents or fewe	er than 10 students in category.				

#### Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

## **Teacher Qualifications**

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate**: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate**: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate**: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

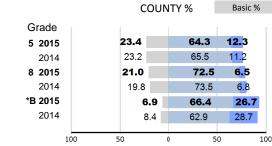
**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

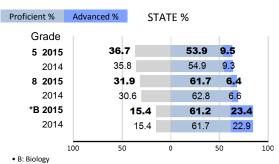
#### **Cohort Graduation Rate**

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

## **MSA Proficiency Levels**





#### **Maryland School** Assessment (MSA)

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

#### **Description of Proficiency Levels**

## Science:

Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.

#### Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

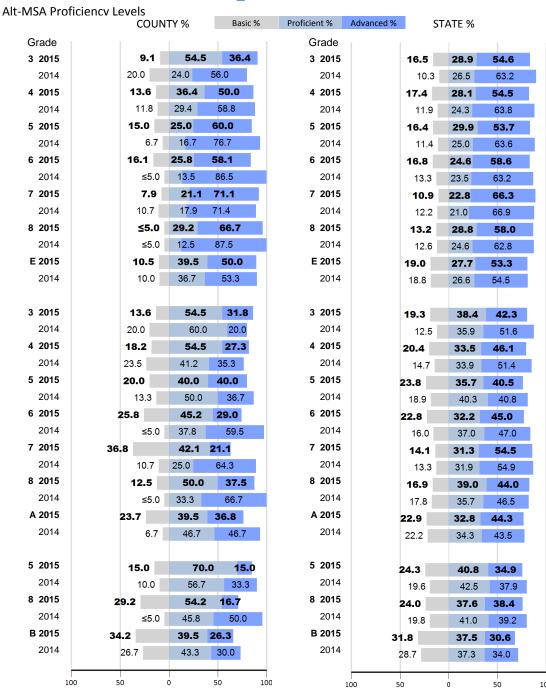
Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Basic %

Reading

**Mathematics** 



## **Alternate Maryland School** Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

	2011		33.0	5 (	00.7	2011	17.8	35.7	46.5		
	A 2015	23.7	39	.5 36	.8	A 2015	22.9	32.8	44.3		
	2014		6.7 46	5.7	46.7	2014	22.2	34.3	43.5		
_											
9	5 2015	15.0	0	70.0	<b>15.</b> 0	5 2015	24.3	40.8	34.9		
Science	2014	10	0.0	56.7	33.3	2014	19.6	42.5	37.9		
. <u>.</u>	8 2015	29.2	5	4.2 1	<b>6.7</b>	8 2015	24.0	37.6	38.4		
	2014	≤	≤5.0 45	5.8	50.0	2014	19.8		39.2		
	B 2015	34.2	39	.5 26.3	3	B 2015	31.8	37.5	30.6		
	2014	26.7	43	3.3 30	.0	2014	28.7	37.3	34.0		
						_					
	10	0 50	0	50	1	00 1	.00 50	0	50	100	
	*Applies to Alt MSA o	nly			E: Fnglis	n; <b>A</b> : Algebra/Data Analysi	is: <b>B</b> : Biology				
	*Reading:	*English:		*Mathemat		*Algebra/Da	, ,,	Science:			Biology:
%	Students are unable to read understand literature and	and Students have diff comprehending gr		Students sho partially mas		only Students sho	w they have only partially skills and concepts define	Students show attain proficien			Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited
Basic %	passages of information that		iture and	concepts tha	t Maryland	expects in the Maryla	nd Algebra/Data Analysis	supporting evic provide little or	lence, and resp	onses	synthesis of information and understanding of scientific terminology.
Ba	written for students in their grade.	writing.		this grade le		able to do at Core Learning	g Goals.	information.			
%	Students can read text writte students in their grade, and		iu text	Students sho understandi			they have an of fundamental algebra /	Students use su generally comp			Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and
ır.	can demonstrate the ability understand literature and	to grade, and they o	can	level skills ar			kills and concepts and can entry-level problems in	of scientific cor skills.	cepts, principle	es, and/or	the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some
icie	passages of information.	demonstrate the understand litera	ature and	in mathemat		algebra/data a					synthesis of information and understanding of scientific terminology.
Proficient %		passages of infor	rmation.								
_											
%	Students can regularly read to that is above their grade level	, and comprehend and i	interpret	Students sho solve comple	x problems	in algebra/data a	regularly solve complex analysis problems and	Students use so demonstrate a	full integration	of scientific	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology
ced	they can demonstrate the abi understand complex literatur			mathematics superior abil			superior ability to reason ly.	concepts, princ	iples, and/or sk	tills.	concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses
Advanced	passages of information.	language choices to effectively.	to write	mathematica	ally.						indicate a complete synthesis of information and understanding of
Ad		•									scientific terminology.
—		Visit Report	card.msde	marvlar	nd.gov fo	r up-to-date and d	isaggregated infor	mation. For	definitions	s, see sch	nool system report pages.

## PARCC Assessment Performance Results Summary - 2015

											Perf	orma	nce l	Leve								
				Lev	el 1			Lev	el 2			Lev	el 3			Lev	el 4			Lev	el 5	
			D		et meet	t	Partia	lly met	expecta	ations	Appro	ached	expecta	itions	N	let exp	ectation	ıs	Exce	eded e	xpectati	ions
	TES	TED	Cou	unt .	%	5	Cou	unt	%	6	Co	unt	9/	6	Cor	ınt	9	6	Cou	ınt	%	6
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	3045	65088	277	13108	9.1	20.1	432	12816	14.2	19.7	625	14322	20.5	22.0	1445	21951	47.5	33.7	266	2891	8.7	4.4
English/Language Arts 4	2979	63792	200	8012	6.7	12.6	479	12855	16.1	20.2	829	17329	27.8	27.2	1211	20718	40.7	32.5	260	4878	8.7	7.6
English/Language Arts 5	2913	63331	188	7528	6.5	11.9	465	13204	16.0	20.8	810	17245	27.8	27.2	1362	23353	46.8	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	2956	62055	*	7353	≤5.0	11.8	479	13429	16.2	21.6	924	18848	31.3	30.4	1213	19893	41.0	32.1	206	2532	7.0	4.1
English/Language Arts 7	2909	61200	394	10536	13.5	17.2	549	11686	18.9	19.1	800	15297	27.5	25.0	920	17718	31.6	29.0	246	5963	8.5	9.7
English/Language Arts 8	2946	59335	363	10111	12.3	17.0	558	10969	18.9	18.5	819	14240	27.8	24.0	1015	19839	34.5	33.4	191	4176	6.5	7.0
English/Language Arts 10	3066	55651	499	11886	16.3	21.4	438	10044	14.3	18.0	572	11628	18.7	20.9	1093	15650	35.6	28.1	464	6443	15.1	11.6
Mathematics 3	3058	65594	190	9748	6.2	14.9	511	14771	16.7	22.5	780	17224	25.5	26.3	1208	19600	39.5	29.9	369	4251	12.1	6.5
Mathematics 4	2994	64290	191	8870	6.4	13.8	620	18133	20.7	28.2	870	17579	29.1	27.3	1231	17957	41.1	27.9	*	1751	≤5.0	2.7
Mathematics 5	2922	63828	*	8337	≤5.0	13.1	604	18491	20.7	29.0	931	17946	31.9	28.1	1089	16441	37.3	25.8	171	2613	5.9	4.1
Mathematics 6	2971	62194	154	8473	5.2	13.6	660	17837	22.2	28.7	938	17552	31.6	28.2	1042	16345	35.1	26.3	177	1987	6.0	3.2
Mathematics 7	2921	55010	174	7181	6.0	13.1	669	17630	22.9	32.0	1030	18528	35.3	33.7	943	11036	32.3	20.1	*	635	≤5.0	1.2
Mathematics 8	2337	41166	346	11971	14.8	29.1	615	11126	26.3	27.0	770	8530	32.9	20.7	603	8056	25.8	19.6	*	1483	≤5.0	3.6
Algebra I	3972	61842	315	8047	7.9	13.0	816	17712	20.5	28.6	1102	16757	27.7	27.1	1626	18194	40.9	29.4	*	1132	≤5.0	1.8
Algebra II	1456	40580	240	13057	16.5	32.2	353	10917	24.2	26.9	389	8430	26.7	20.8	443	7820	30.4	19.3	*	356	≤5.0	0.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	St	ate	Sci	iool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	acher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 25.8	26.7	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 74.2	70.0	72.4	72.7	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						6 of classes NOT taught by highly qualific	d teacl	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
,,						Elementary High Poverty *	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
						Secondary High Poverty *	*	4.7	*	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	A Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	COUNTY	/ %	,	STATE	%			GRADE	S	CHOO	L %	С	OUNTY	′ %	:	STATE	%
5 2015	29.9	68.0	≤5.0	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	28.8	66.7	≤5.0	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*		17.9		12.2		
												8 2015	*	*	*		29.2			28.8	
												2014	*	*	*		12.5		12.6		
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Ballenger Creek Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	97	11	11.3	18	18.6	22	22.7	41	42.3	5	5.2
English/Language Arts 4	96	8	8.3	18	18.8	31	32.3	37	38.5	*	≤5.0
English/Language Arts 5	93	7	7.5	17	18.3	37	39.8	30	32.3	*	≤5.0
Mathematics 3	97	*	≤5.0	21	21.6	27	27.8	39	40.2	6	6.2
Mathematics 4	97	*	≤5.0	22	22.7	37	38.1	34	35.1	*	≤5.0
Mathematics 5	93	*	≤5.0	14	15.1	40	43.0	37	39.8	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Reading

**Mathematics** 

Science

					Schoo		Coun	ty	Sta	ate					S	hool	,	Count	у	Stat	:e		
	Attendance Rate	e %		2	015 20			2014	2015	2014			Qualifications		201	2014	201	15 2	2014	2015	2014		
	Elementary			> 05	*		95.0 ≥		95.4	95.7 95.4		% of cert	tificates: ard Professional		39.4	27.8	25	5.3	23.4	27.4	27.2		
	Middle High			2 95	<b>.0</b> ≥ 95		95.U ≥ 94.5	94.4	95.0 92.4	95.4			ced Professional		60.6	66.7			72.7	65.2	65.5		
								•					nt Teacher		0.0	0.0		0.0	0.0	1.1	0.7		
												Condit	ional Teacher		0.0	0.0	C	).4	0.3	1.5	1.0		
	Cohort Graduation	n Rate										% of cla	sses NOT taught b	y highl	y qualif							_	
	Class of 2014 (4-					*		2.62		86.39			uartiles		10.	11.	6	3.6	3.5	8.4	7.6		
	Class of 2014 (5-	Year Ra	ite)		*	93	.70		88.70				entary Low Poverty entary High Povert			<b>.</b>	*	2.2 0.0	1.5 0.7	2.9 10.5	3.0 11.4		
													ndary Low Poverty	,	:	k		3.7	5.5	6.7	6.0		
												Secon	ndary High Poverty			k	*	4.7	*	17.7	15.7	'	
		MS	A Pro	oficier	icy Lev	els			Ва	asic %	Proficient %	Advanced %		Alt-	MSA I	Profici	ency	/ Lev	els				
	GRADE	S	СНООІ	L %	CC	UNTY	%	5	STATE 9	%			GRADE	SC	CHOOL 9	6	C	YTNUC	<b>′</b> %		STATE	%	
D	5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9	
ב	2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9	
כוטוו	8 2015	15.6	77.6	6.8	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	* :	29.2	54.2	16.7	24.0	37.6	38.4	
5	2014	20.6	75.5	≤5.0	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	* :	≤5.0	45.8	50.0	19.8	41.0	39.2	
	*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6	
	2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0	
													3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3	
													2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6	
													4 2015	*	*		18.2	54.5	27.3	20.4	33.5	46.1	
_													2014	*	*		23.5	41.2	35.3	14.7	33.9	51.4	
3													5 2015	*	*		20.0	40.0	40.0	23.8	35.7	40.5	
ואומנווכווומנוכ													2014	*	*			50.0	36.7	18.9	40.3	40.8	
_													6 2015	*	*				29.0		32.2	45.0	
													2014	*	*				59.5		37.0	47.0	
<u> </u>													7 2015	*	*				21.1		31.3	54.5	
_													2014	*	*			25.0	64.3		31.9	54.9	
													8 2015	*	*			50.0	37.5		39.0	44.0	
													2014	*	*			33.3	66.7		35.7	46.5	
													A 2015	*	*	•		39.5	36.8		32.8	44.3	
													2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5	
													3 2015	*	*	*	9.1	54.5	36.4	16 5	28.9	54.6	
													2014	*	*			24.0	56.0		26.5		
													2014				20.0	24.0	50.0	10.3	20.5	03.2	

4 2015

5 2015

6 2015

7 2015

8 2015

2014

2014

2014

2014

13.6 36.4 50.0

11.8 29.4 58.8

15.0 25.0 60.0

16.7 76.7

13.5 86.5

21.1 71.1

17.9 71.4

≤5.0 29.2 66.7

17.4 28.1 54.5

11.9 24.3 63.8

16.4 29.9 53.7

13.3 23.5 63.2

12.2 21.0 66.9

13.2 28.8 58.0

11.4 25.0

16.8 24.6

10.9 22.8

<sup>2014 \* \* \* \$ ≤5.0 12.5 87.5 12.6 24.6 62.8</sup>E 2015 \* \* \* 10.5 39.5 50.0 19.0 27.7 53.3

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Ballenger Creek Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	244	*	≤5.0	44	18.0	76	31.1	107	43.9	*	≤5.0
English/Language Arts 7	220	22	10.0	51	23.2	53	24.1	80	36.4	14	6.4
English/Language Arts 8	228	16	7.0	31	13.6	65	28.5	99	43.4	17	7.5
Mathematics 6	244	*	≤5.0	62	25.4	72	29.5	86	35.2	13	5.3
Mathematics 7	221	15	6.8	47	21.3	81	36.7	73	33.0	*	≤5.0
Mathematics 8	196	14	7.1	36	18.4	58	29.6	86	43.9	*	≤5.0
Algebra I	33	*	≤5.0	*	≤5.0	*	≤5.0	26	78.8	6	18.2

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	St	ate	Science	chool	Cou	inty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 37.5	22.6	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 62.5	77.4	72.4	72.7	65.2	65.5
o .						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.	0 <b>3.6</b>	3.5	8.4	7.
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	k	* 2.2	1.5	2.9	3.0
						Elementary High Poverty	*	* 0.0	0.7	10.5	11.
						Secondary Low Poverty	*	* 3.7	5.5	6.7	6.0
						Secondary High Poverty	*	* 4.7	*	17.7	15.

GRADE SCHOOL % COUNTY STATE % GRADE SCHOOL % COUNTY STATE % GRADE SCHOOL % COUNTY STATE % SCHOOL % COUNTY SCHOOL % COU												ary Low Poverty ary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
GRADE         SCHOOLING         STATE WISSELS         GRADE         SCHOOLING         SCHOOLING         STATE WISSELS         STATE WISSELS         SCHOOLING         COUNTY												, , ,									
5 2015         29.5         60.2         24.6         64.3         12.3         67.5         39.9         9.3         2014         * * * * * * * 10.0         70.0         15.0         70.0         15.0         70.0         15.0         70.0         15.0         70.0         15.0         70.0 </th <th></th> <th>MS</th> <th>A Pro</th> <th>oficier</th> <th>ncy Le</th> <th>vels</th> <th></th> <th></th> <th>В</th> <th>Basic %</th> <th>Proficient % Advanced %</th> <th></th> <th>Alt-</th> <th>-MSA</th> <th>Profi</th> <th>icienc</th> <th>y Lev</th> <th>els</th> <th></th> <th></th> <th></th>		MS	A Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %		Alt-	-MSA	Profi	icienc	y Lev	els			
8 2015	GRADE	S	CHOOL	. %	С	OUNTY	<i>(</i> %		STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE '	%
8 2015	5 2015	29.5	60.2	10.2	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	2014	34.8	59.6	5.6	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
** * * * * * * * * * * * * * * * * * *	8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014 * * * 8.4 629 28.7 15.4 61.7 22.9  2014 * * * 26.7 4.33 30.0 28.7 37.3 34.0  3 2015 * * * 12.6 4.5 31.8 19.3 38.4 42.3  2014 * * * 26.7 4.33 30.0 28.7 37.3 34.0  3 2015 * * * 12.6 4.5 31.8 19.3 38.4 42.3  2014 * * * 20.0 4.0 40.0 20.0 12.5 35.9 51.6  4 2015 * * * 12.5 4.5 27.3 20.0 40.3 40.5 45.5 45.2 47.3 20.0 40.0 40.0 23.8 35.7 40.5  2014 * * * 20.0 4.0 40.0 23.8 35.7 40.5  2014 * * * 25.0 37.8 59.5 16.0 37.0 47.0  7 2015 * * 25.0 37.8 59.5 16.0 37.0 47.0  7 2015 * * 12.5 50.0 37.5 16.9 39.0 44.0  2014 * * * 10.7 15.0 33.3 66.7 17.8 35.7 45.5  2014 * * * 12.5 50.0 37.5 16.9 39.0 44.0  2014 * * * 12.5 50.0 37.5 16.0 37.5 16.2  2014 * * * 12.5 50.0 37.5 16.5 16.5 16.5 16.5 16.5 16.5 16.5 16	2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
3 2015	*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014       *	2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
2014       *       *       *       18.2       54.5       27.3       20.4       3.5       46.1         2014       *       *       *       23.5       41.2       33.3       14.7       33.9       51.4         5 2015       *       *       *       23.5       41.2       33.2       40.2       20.0       40.0       40.0       23.8       35.7       40.5         2014       *       *       *       \$5.0       37.8       59.5       16.0       37.0       47.0         2014       *       *       *       \$5.0       37.8       59.5       16.0       37.0       47.0         7 2015       *       *       36.8       42.1       11.1       14.1       31.3       54.5         2014       *       *       10.7       25.0       64.3       31.3       31.5       54.9         2014       *       *       10.7       25.0       63.3       36.7       46.5         2014       *       *       12.5       50.0       37.5       16.9       39.0       44.0         2014       *       *       15.7       46.7       46.7       22.2																					
4 2015       *       *       18.2       24.5       27.3       20.4       33.5       46.1         2014       *       *       20.5       41.2       35.3       14.7       33.9       51.4         5 2015       *       *       20.0       40.0       40.0       20.8       32.7       40.5         2014       *       *       25.8       45.2       29.0       22.8       32.2       45.0         2014       *       *       5.0       37.8       59.5       16.0       37.0       47.0         7 2015       *       *       10.7       25.0       63.1       13.3       31.9       54.9         8 2015       *       *       10.7       25.0       63.1       31.3       31.9       54.9         8 2015       *       *       10.7       25.0       63.1       31.3       31.9       54.9         8 2015       *       *       10.7       25.0       63.3       36.7       16.5       38.7       46.5         A 2015       *       *       23.7       39.5       36.8       22.9       32.8       43.1         2014       *       * <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3 2015</td><td>*</td><td>*</td><td>*</td><td>13.6</td><td>54.5</td><td>31.8</td><td>19.3</td><td>38.4</td><td>42.3</td></t<>												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
2014												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
\$ 2015												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
2014												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
\$ 2015 * * * 25.8 45.2 29.0 22.8 32.2 45.0 2014 * * 45.0 37.8 59.5 16.0 37.0 47.0 72015 * * 436.8 42.1 21.1 14.1 31.3 54.5 2014 * * 45.0 37.8 59.5 16.0 37.0 47.0 88.2015 * * 45.0 37.8 59.5 16.0 37.0 47.0 88.2015 * * 45.0 37.5 16.9 39.0 44.0 2014 * * 45.0 33.3 66.7 17.8 35.7 46.5 A2015 * * 45.0 33.3 66.7 17.8 35.7 46.5 A2015 * * 45.0 33.3 66.7 17.8 35.7 46.5 A2015 * * 56.0 46.7 46.7 46.7 22.2 34.3 43.5 89.0 42.1 42.0 42.0 42.0 42.0 42.0 42.0 42.0 42.0												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
2014												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
7 2015												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
2014 * * * 10.7 25.0 64.3 13.3 31.9 54.9 8 2015 * * 12.5 50.0 37.5 16.9 39.0 44.0 2014 * * 55.0 33.3 66.7 17.8 35.7 46.5 A 2015 * * 23.7 39.5 36.8 22.9 32.8 44.3 2014 * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 56.0 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 55.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
8 2015 * * * 12.5 50.0 37.5 16.9 39.0 44.0 2014 * * 5.0 33.3 66.7 17.8 35.7 46.5 A 2015 * * 23.7 39.5 36.8 22.9 32.8 44.3 2014 * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * 9.1 54.5 36.4 16.5 28.9 54.6 2014 * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 15.0 25.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 10.7 17.9 71.4 12.2 21.0 66.9 8 2015 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0 2014 * * 55.0 13.5 86.5 13.2 28.8 58.0												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
2014 * * \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$												2014	*	*		10.7	25.0	64.3	13.3	31.9	54.9
A 2015													*	*							
2014 * * * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * * * 9.1 54.5 36.4 16.5 28.9 54.6 2014 * * * 20.0 24.0 56.0 10.3 26.5 63.2  4 2015 * * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * * 6.7 16.7 76.7 11.4 25.0 63.6  6 2015 * * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * * 55.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8 2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8 2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8													*	*							
3 2015  *													*								
2014 * * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 5.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7 7015 * 7 707 21.1 71.1 10.9 22.8 66.3 2014 * * 10.7 17.9 71.4 12.2 21.0 66.9 8 2015 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
2014 * * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 5.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7 7015 * 7 707 21.1 71.1 10.9 22.8 66.3 2014 * * 10.7 17.9 71.4 12.2 21.0 66.9 8 2015 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0														4							
4 2015 * * * 13.6 36.4 50.0 17.4 28.1 54.5  2014 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 15.0 25.0 60.0 16.4 29.9 53.7  2014 * * * 6.7 16.7 76.7 11.4 25.0 63.6  6 2015 * * * 16.1 25.8 58.1 16.8 24.6 58.6  2014 * * * 55.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * * 7.9 21.1 71.1 10.9 22.8 66.3  2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * * 10.5 39.5 50.0 19.0 27.7 53.3													*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*								
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*	*						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*	*						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*	*						
7 2015       *       *       *       7.9       21.1       71.1       10.9       22.8       66.3         2014       *       *       *       10.7       17.9       71.4       12.2       21.0       66.9         8 2015       *       *       *       ≤5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       ≤5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3													*	*	*						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*	*						
8 2015       *       *       *       *       ≤5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       ≤5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3													*	*	*						
2014 * * * <u>\$\$\$ \$5.0 12.5 87.5 12.6 24.6 62.8</u> E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3												8 2015	*	*	*						
												2014	*	*	*						
2014 * * * 10.0 36.7 53.3 18.8 26.6 54.5												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Brunswick Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	80	8	10.0	12	15.0	17	21.3	39	48.8	*	≤5.0
English/Language Arts 4	105	6	5.7	28	26.7	27	25.7	38	36.2	6	5.7
English/Language Arts 5	88	5	5.7	24	27.3	20	22.7	37	42.0	*	≤5.0
Mathematics 3	80	*	≤5.0	25	31.3	19	23.8	23	28.8	10	12.5
Mathematics 4	105	10	9.5	31	29.5	35	33.3	28	26.7	*	≤5.0
Mathematics 5	88	*	≤5.0	20	22.7	33	37.5	27	30.7	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	hool	Co	unty	Sta	ate	Scl	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 23.3	16.7	25.3	23.4	27.4	
High	94.3	94.3	94.5	94.4	92.4	92.7	Advanced Professional 70.0	83.3	72.4	72.7	65.2	
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	
ohort Graduation Rate							% of classes NOT taught by highly qualific	ed teach	ners			
Class of 2014 (4-Year Rate)		92.93		92.62		86.39	All Quartiles 0.0	1.3	3.6	3.5	8.4	ŀ
Class of 2014 (5-Year Rate)	≥ 95.00	. ,-	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	)
,							Elementary High Poverty *	*	0.0	0.7	10.5	;
							Secondary Low Poverty *	*	3.7	5.5	6.7	,
							Secondary High Poverty *	*	4.7	*	17.7	,

										Secondary High Povert			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	evels			В	Basic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	COUNTY	<b>/</b> %		STATE	%	GRADE	S	CHOO	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5	5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	≤5.0	75.9	19.6	6.9	66.4	26.7	15.4	61.2	23.4	B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	6.8	67.2	26.0	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 2015	*	*	*					22.8	
										2014	*	*	*					21.0	
										8 2015	*	*	*					28.8	
										2014	*	*	*		12.5			24.6	
										E 2015	*	*	*		39.5			27.7	
										2 2013					-55.5				

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Brunswick High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	166	25	15.1	21	12.7	33	19.9	55	33.1	32	19.3
Algebra I	237	18	7.6	55	23.2	80	33.8	83	35.0	*	≤5.0
Algebra II	59	6	10.2	12	20.3	10	16.9	28	47.5	3	5.1

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	hool	Co	unty	Sta	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.0	27.6	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 72.0	72.4	72.4	72.7	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tead	hers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 9.4	8.	4 3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *		* 2.2	1.5	2.9	3.0
,,							Elementary High Poverty *		* 0.0	0.7	10.5	11.4
							Secondary Low Poverty *	:	* 3.7	5.5	6.7	6.0
							Secondary High Poverty *		* 4.7	*	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											366	ondary riight roverty								13.7	
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	- %	С	OUNT	Y %	;	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	24.9	67.2	7.9	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	20.7	72.9	6.4	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
												8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
												2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Brunswick Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	186	11	5.9	26	14.0	55	29.6	78	41.9	16	8.6
English/Language Arts 7	176	35	19.9	27	15.3	55	31.3	55	31.3	*	≤5.0
English/Language Arts 8	192	33	17.2	47	24.5	45	23.4	55	28.6	12	6.3
Mathematics 6	186	*	≤5.0	48	25.8	61	32.8	57	30.6	12	6.5
Mathematics 7	176	11	6.3	40	22.7	72	40.9	51	29.0	*	≤5.0
Mathematics 8	145	33	22.8	40	27.6	50	34.5	22	15.2	*	≤5.0
Algebra I	47	*	≤5.0	*	≤5.0	*	≤5.0	35	74.5	10	21.3

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

Science

	Sc	hool	Co	unty	Sta	ate		Sch	ool	Cou	ntv	Sta	te
ttendance Rate %	2015			2014	2015	2014	Teacher Qualifications	2015		2015	2014		2014
Elementary	93.6	93.4	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	40.0	57.1	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional	50.0	28.6	72.4	72.7	65.2	65.5
8							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	10.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate							% of classes NOT taught by hig	hly qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70	32.02	88.70	00.00	Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7		
	MS	A Pro	oficier	ıcy Le	vels			В	asic %	Proficient % Adva	anced %	Alt-	MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′ %	:	STATE '	%		GRADE	S	CHOOL	. %	C	OUNTY	%	5	STATE 9	%	
5 2015	27.8	72.2	≤5.0	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9	
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9	
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4	
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6	
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0	
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3	
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6	
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1	
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4	
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5	
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8	
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0	
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0	
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5	
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9	
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0	
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5	
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3	
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5	
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6	
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2	
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5	
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8	
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7	
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6	
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6	
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2	
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3	
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9	
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0	
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8	
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Carroll Creek Montessori Public Charter School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	27	4	14.8	8	29.6	4	14.8	11	40.7	*	≤5.0
English/Language Arts 4	21	*	≤5.0	8	38.1	9	42.9	3	14.3	*	≤5.0
English/Language Arts 5	18	1	5.6	4	22.2	8	44.4	5	27.8	*	≤5.0
Mathematics 3	27	9	33.3	7	25.9	2	7.4	9	33.3	*	≤5.0
Mathematics 4	21	8	38.1	8	38.1	3	14.3	2	9.5	*	≤5.0
Mathematics 5	18	2	11.1	8	44.4	4	22.2	4	22.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	Scho	ool	Cou	inty	Sta	ate	Se	chool	Co	unty	Sta	te
Attendance Rate %	2015	2014 2	015	2014	2015	2014	Teacher Qualifications 201	5 20	L4 2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 9	95.0 ≥ 9	95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥9	95.0	≥ 95.0	95.0	95.4	Standard Professional 29.6	28	.6 <b>25.3</b>	23.4	27.4	27.2
High	*	* 0	94.5	94.4	92.4	92.7	Advanced Professional 66.7	71	.4 <b>72.4</b>	72.7	65.2	65.5
							Resident Teacher 0.0	0	.0 <b>0.0</b>	0.0	1.1	0.7
							Conditional Teacher 0.0	0	.0 <b>0.4</b>	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.0	0	0.0 3.	<b>6</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93	.70		88.70		Elementary Low Poverty	*	* 2.	<b>2</b> 1.5	2.9	3.0
							Elementary High Poverty	*	* 0.	0.7	10.5	11.4
							Secondary Low Poverty	*	* 3.	<b>7</b> 5.5	6.7	6.0
							Secondary High Poverty	*	* 4.	7 *	17.7	15.7

											dary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNTY			STATE	%		GRADE	S	CHOOL	_ %		OUNTY			STATE 9	
5 2015	33.0	56.0	11.0	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	14.5	80.3	5.3	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5		61.7	6.4		8 2015	*	*	*		54.2			37.6	38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6		2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*		39.5		31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*		54.5			38.4	
											2014	*	*	*		60.0		12.5		51.6
											4 2015	*	*	*		54.5		20.4		46.1
											2014	*	*	*		41.2		14.7		51.4
											5 2015	*	*	*		40.0			35.7	
											2014	*	*	*		50.0		18.9		40.8
											6 2015	*	*	*		45.2			32.2	
											2014	*	*	*			59.5		37.0	47.0
											7 2015		*	*		42.1			31.3	
											2014	*	*	*		25.0		13.3		54.9
											8 2015	*	*	*		50.0		16.9		44.0
											2014	*	*	*		33.3	66.7		35.7	
											<b>A 2015</b> 2014	*	*	*		<b>39.5</b> 46.7	36.8	22.9		44.3
											2014				0.7	40.7	40.7	22.2	34.3	45.5
											3 2015	*	*	*	0.1	54.5	26.4	16.5	28.0	54.6
											2014	*	*	*		24.0				63.2
											4 2015	*	*	*		36.4			28.1	
											2014	*	*	*		29.4	58.8			63.8
											5 2015	*	*	*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7	76.7	11.4		63.6
											6 2015	*	*	*		25.8			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*					22.8	
											2014	*	*	*					21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*					24.6	
											E 2015	*	*	*		39.5			27.7	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Carroll Manor Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	75	5	6.7	4	5.3	6	8.0	55	73.3	5	6.7
English/Language Arts 4	92	*	≤5.0	10	10.9	28	30.4	45	48.9	5	5.4
English/Language Arts 5	86	13	15.1	17	19.8	32	37.2	24	27.9	*	≤5.0
Mathematics 3	75	*	≤5.0	*	≤5.0	14	18.7	45	60.0	11	14.7
Mathematics 4	92	*	≤5.0	13	14.1	34	37.0	42	45.7	*	≤5.0
Mathematics 5	87	7	8.0	25	28.7	30	34.5	23	26.4	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sch	nool	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	21.6	18.4	25.3	23.4	27.4	27.2
High	94.2	94.2	94.5	94.4	92.4	92.7	Advanced Professional	78.4	81.6	72.4	72.7	65.2	65.5
5							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly o	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	> 0	95.00		92.62		86.39	All Quartiles	1.9	4.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

Secondary High			*	*	4.7	*	17.7	15.7	
MSA Proficiency Levels Basic % Proficient % Advanced %		Alt-MS	A Prof	icienc	y Lev	els			
•	RADE	SCHOO	L %	C	OUNTY	· %	5	STATE S	%
	2015	* *	*		70.0			40.8	
2014 * * * 23.2 65.5 11.2 35.8 54.9 9.3	2014	* *	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015 * * * 21.0 72.5 6.5 31.9 61.7 6.4	2015	* *	*	29.2	54.2	16.7	24.0	37.6	38.4
2014 * * * 19.8 73.5 6.8 30.6 62.8 6.6	2014	* *	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015 11.7 76.5 11.7 6.9 66.4 26.7 15.4 61.2 23.4	3 2015	* *	*	34.2	39.5	26.3	31.8	37.5	30.6
2014 13.8 71.1 15.1 8.4 62.9 <b>28.7</b> 15.4 61.7 <b>22.9</b>	2014	* *	*	26.7	43.3	30.0	28.7	37.3	34.0
3	2015	* *	*	13.6	54.5	31.8	19.3	38.4	42.3
	2014	* *	*	20.0	60.0	20.0	12.5	35.9	51.6
4	2015	* *	*	18.2	54.5	27.3	20.4	33.5	46.1
	2014	* *	*	23.5	41.2	35.3	14.7	33.9	51.4
5	2015	* *	*	20.0	40.0	40.0	23.8	35.7	40.5
	2014	* *	*	13.3	50.0	36.7	18.9	40.3	40.8
6	2015	* *	*	25.8	45.2	29.0	22.8	32.2	45.0
	2014	* *	*	≤5.0	37.8	59.5	16.0	37.0	47.0
7	2015	* *	*	36.8	42.1	21.1	14.1	31.3	54.5
	2014	* *	*	10.7	25.0	64.3	13.3	31.9	54.9
8	2015	* *	*	12.5	50.0	37.5	16.9	39.0	44.0
	2014	* *	*		33.3	66.7		35.7	46.5
A	A 2015	* *	*		39.5		22.9	32.8	44.3
	2014	* *	*	6.7	46.7	46.7	22.2	34.3	43.5
3	2015		*		54.5		16.5		54.6
	2014 2015	* *	*		24.0 <b>36.4</b>	56.0 <b>50.0</b>	10.3	28.1	63.2 <b>54.5</b>
•	2014	* *	*		29.4	58.8	11.9		63.8
5	2015	* *	*		25.0	60.0	16.4		<b>53.7</b>
·	2014	* *	*	6.7	16.7		11.4		63.6
6	2015	* *	*		25.8	58.1	16.8		58.6
	2014	* *	*			86.5			
7	2015	* *	*			71.1			
	2014	* *	*			71.4			
	2015	* *	*		29.2		13.2		
	2014	* *	*	≤5.0	12.5	87.5			
	E 2015	* *	*	10.5	39.5	50.0	19.0	27.7	53.3
	2014	* *	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Catoctin High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
,		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	227	62	27.3	32	14.1	42	18.5	69	30.4	22	9.7
Algebra I	276	39	14.1	86	31.2	101	36.6	50	18.1	*	≤5.0
Algebra II	94	28	29.8	35	37.2	19	20.2	12	12.8	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	So	chool	С	ounty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20:	14 201	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 21.3	28	.3 <b>25.</b>	<b>3</b> 23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 76.6	69	.6 <b>72.</b>	4 72.7	65.2	65.5
3						Resident Teacher 0.0	0	.0 <b>0.</b>	0.0	1.1	0.7
						Conditional Teacher 0.0	2	.2 <b>0.</b>	4 0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0	2.0	3. 3.	5 <b>8.4</b>	<b>1</b> 7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2 <b>.2</b> 1.	5 <b>2.9</b>	3.0
						Elementary High Poverty	*	* (	<b>.0</b> 0.	7 10.5	11.4
						Secondary Low Poverty	*	*	5. <b>7</b> 5.	5 <b>6.7</b>	6.0
						Secondary High Poverty	*	*	.7	* 17.7	15.7

										Secondary Low Povert Secondary High Pover			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	10.3	70.5	19.2	23.4	64.3	12.3	36.7	53.9	9.5	5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	7.6	79.1	13.3	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	В 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										2014	*	*	*			71.4	12.2	21.0	66.9
										8 2015	*	*	*		29.2		13.2	28.8	58.0
										2014	*	*	*		12.5		12.6	24.6	62.8
										E 2015	*	*	*		39.5			27.7	
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Centerville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	210	*	≤5.0	16	7.6	28	13.3	128	61.0	33	15.7
English/Language Arts 4	138	*	≤5.0	*	≤5.0	19	13.8	78	56.5	40	29.0
English/Language Arts 5	146	*	≤5.0	9	6.2	36	24.7	92	63.0	*	≤5.0
Mathematics 3	211	*	≤5.0	11	5.2	32	15.2	114	54.0	50	23.7
Mathematics 4	138	*	≤5.0	7	5.1	25	18.1	100	72.5	*	≤5.0
Mathematics 5	146	*	≤5.0	12	8.2	44	30.1	64	43.8	25	17.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	St	ate		Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications 20	15	2014	2015	2014	2015	2014
Elementary	*	'≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 23.	.1	25.0	25.3	23.4	27.4	27.2
High	*	94.5	94.4	92.4	92.7	Advanced Professional 57.	.7	67.9	72.4	72.7	65.2	65.5
						Resident Teacher 0.	.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 7.	.7	3.6	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qual	lified	l teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 15	5.6	9.8	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

											ry High Poverty			*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	_ %	С	OUNT	<b>/</b> %	;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	35.2	61.4	≤5.0	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	23.7	71.7	≤5.0	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											'									
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5			
											7 2015	*	*	*			71.1			
											2014	*	*	*			71.4			
											8 2015	*	*	*			66.7			
											2014	*	*	*			87.5			
											E 2015	*	*	*		39.5			27.7	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Crestwood Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	170	12	7.1	30	17.6	67	39.4	55	32.4	*	≤5.0
English/Language Arts 7	174	37	21.3	42	24.1	48	27.6	37	21.3	10	5.7
English/Language Arts 8	181	24	13.3	45	24.9	50	27.6	54	29.8	*	≤5.0
Mathematics 6	172	13	7.6	59	34.3	51	29.7	44	25.6	*	≤5.0
Mathematics 7	173	13	7.5	56	32.4	63	36.4	40	23.1	*	≤5.0
Mathematics 8	151	40	26.5	53	35.1	42	27.8	16	10.6	*	≤5.0
Algebra I	30	*	≤5.0	*	≤5.0	*	≤5.0	23	76.7	6	20.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	S	choo	I	Cou	nty	Sta	te
Attendance Rate %	2015 2014	1 2015	2014	2015	2014	Teacher Qualifications 201	L5 20	014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 22.9	1	2.9	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 77.1	. 8	3.9	72.4	72.7	65.2	65.5
o .						Resident Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	)	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied t	eache	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 7.	.3	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

											dary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNTY		;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	12.4	77.9	9.7	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	13.6		15.5	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*		60.0		12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*		40.0			35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0		32.2	45.0
											2014	*	*	*			59.5		37.0	47.0
											7 2015	*	*	*		42.1			31.3	54.5
											2014	*	*	*	10.7	25.0		13.3		54.9
											8 2015	*	*	*		50.0		16.9		44.0
											2014	*	*	*		33.3	66.7		35.7	
											A 2015	*	*	*			36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5				54.6
											2014	*	*	*		24.0				63.2
											4 2015	*	*	*		36.4			28.1	
											2014	*	*	*		29.4	58.8			63.8
											5 2015	*	*	*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7	76.7	11.4		63.6
											6 2015	*	*	*		25.8			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*					22.8	
											2014	*	*	*					21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*					24.6	
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Deer Crossing Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	132	*	≤5.0	9	6.8	25	18.9	69	52.3	26	19.7
English/Language Arts 4	108	*	≤5.0	10	9.3	27	25.0	62	57.4	8	7.4
English/Language Arts 5	113	*	≤5.0	10	8.8	33	29.2	65	57.5	*	≤5.0
Mathematics 3	132	*	≤5.0	14	10.6	16	12.1	66	50.0	35	26.5
Mathematics 4	108	*	≤5.0	12	11.1	26	24.1	64	59.3	*	≤5.0
Mathematics 5	113	*	≤5.0	6	5.3	41	36.3	60	53.1	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	S	Scho	ol	Cour	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	15 2	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 18.8	В	6.7	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 75.0	0	93.3	72.4	72.7	65.2	65.5
S						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ified	teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0	.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70	32.02	88.70	00.00	Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Pover	,		*	*	4.7	*	17.7	15.7	•
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	icienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	/ %	ç	STATE		GRADE		CHOOL			OUNTY		۶	STATE 9	2%
5 2015	27.3		6.8		64.3			53.9	9.5	5 2019		*	*		70.0			40.8	
2014	18.2	68.2	13.6	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	В 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2019	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014		*	*		33.3	66.7		35.7	46.5
										A 2015		*	*		39.5		22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2019		*	*		54.5		16.5		54.6
										2014		*	*			56.0			63.2
										4 2019		*	*		36.4	50.0		28.1	
										2014		*	*		29.4	58.8	11.9		63.8
										5 2019		*	*		25.0	60.0	16.4		53.7
										201 <sup>2</sup> 6 <b>201</b> 9		*	*	6.7	16.7 <b>25.8</b>	58.1	11.4 <b>16.8</b>		63.6 <b>58.6</b>
												*	*						
										2014		*	*				13.3		
										<b>7 201</b> 9		*	*				<b>10.9</b> 12.2		
										8 2019		*	*						
												*	*		<b>29.2</b>			28.8	
										2014 E 2015		*	*		39.5		12.6 <b>19.0</b>		
												*	*		36.7				
										2014				10.0	30.7	55.5	18.8	20.0	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Emmitsburg Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	39	5	12.8	8	20.5	12	30.8	12	30.8	2	5.1
English/Language Arts 4	41	4	9.8	10	24.4	16	39.0	10	24.4	*	≤5.0
English/Language Arts 5	43	5	11.6	12	27.9	6	14.0	20	46.5	*	≤5.0
Mathematics 3	39	2	5.1	13	33.3	11	28.2	12	30.8	*	≤5.0
Mathematics 4	41	3	7.3	16	39.0	14	34.1	8	19.5	*	≤5.0
Mathematics 5	43	4	9.3	10	23.3	17	39.5	10	23.3	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sci	nool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.7 *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 45.0	17.6	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 45.0	52.9	72.4	72.7	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 5.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	ed teac	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 13.3	10.8	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	,	2.2	1.5	2.9	3.0
						Elementary High Poverty *	•	0.0	0.7	10.5	11.4
						Secondary Low Poverty *	•	3.7	5.5	6.7	6.0
						Secondary High Poverty *		4.7	*	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advance	d %	Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE S	%
5 2015	25.6	61.5	12.8	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	15.4	79.5	5.1	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											'									
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4		63.6
											6 2015	*	*	*		25.8		16.8		58.6
											2014	*	*	*			86.5			
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*			71.4	12.2	21.0	66.9
											8 2015	*	*	*		29.2			28.8	
											2014	*	*	*		12.5			24.6	
											E 2015	*	*	*					27.7	
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## Frederick Classical Charter School

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	40	*	≤5.0	6	15.0	9	22.5	22	55.0	*	≤5.0
English/Language Arts 4	40	*	≤5.0	*	≤5.0	10	25.0	20	50.0	8	20.0
English/Language Arts 5	39	*	≤5.0	6	15.4	8	20.5	22	56.4	3	7.7
English/Language Arts 6	35	*	≤5.0	4	11.4	8	22.9	20	57.1	3	8.6
English/Language Arts 7	33	2	6.1	*	≤5.0	10	30.3	12	36.4	8	24.2
Mathematics 3	40	*	≤5.0	8	20.0	10	25.0	16	40.0	4	10.0
Mathematics 4	40	*	≤5.0	5	12.5	14	35.0	17	42.5	*	≤5.0
Mathematics 5	39	*	≤5.0	7	17.9	13	33.3	17	43.6	2	5.1
Mathematics 6	35	*	≤5.0	8	22.9	9	25.7	13	37.1	4	11.4
Mathematics 7	33	*	≤5.0	3	9.1	11	33.3	16	48.5	2	6.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	St	ate		Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	201	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	0.0	0.0	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional	100.0	100.0	72.4	72.7	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught b	y highly qualif	ed teach	ners			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,							Elementary High Poverty	, *	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty		* *	4.7		17.7	15.7

												mentary High Povert	У		*	*	0.0	0.7	10.5	11.4		
												condary Low Poverty condary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7		
												ionaary mgm roverey										-
	N/C	A Dro	ficion	an La	volc			D.	asic %	Proficient %	Advanced %		۸ ا 4	N/C/	Drofi	ciono	v I ove	ale				
				ncy Le						FIORCIETT /0	Auvanceu //				Profi		-					
GRADE		CHOOL	. %		OUNTY		5	STATE	%			GRADE	S	CHOOL		С	OUNTY	%		STATE 9		i
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9	
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9	
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4	
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6	
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0	
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3	ı
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6	
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1	
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4	
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5	
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8	
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0	
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0	
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5	
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9	
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0	
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5	
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3	
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5	
																						1
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6	ĺ
												2014	*	*	*	20.0	24.0	56.0	10.3		63.2	
												4 2015	*	*	*		36.4	50.0		28.1		
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8	
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7	
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6	
												6 2015	*	*	*				16.8			
												2014	*	*	*				13.3		63.2	
												7 2015	*	*	*				10.9			
												2014	*	*	*				12.2			
												8 2015	*	*	*		29.2		13.2			
												2014	*	*	*		12.5		12.6			
												E 2015	*	*	*		39.5		19.0			
												2014	*	*	*				18.8			

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Frederick County Career & Technology Center**

## PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate		Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	8.7	0.0	25.3	23.4	27.4	27.2
High	≥ 95.0	*	94.5	94.4	92.4	92.7	Advanced Professional	91.3	100.0	72.4	72.7	65.2	65.5
S							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly	qualifie	ed teach	ers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	2.5	1.8	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	7.69		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, ,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											, , ,									
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advance	d %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	22.2	72.2	5.6	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5		16.5		54.6
											2014	*	*	*			56.0	10.3		63.2
											4 2015	*	*	*		36.4	50.0		28.1	
											2014	*	*	*		29.4				63.8
											5 2015	*		*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7		11.4		63.6
											6 2015	*		•				16.8		58.6
											2014	•	•	•			86.5			
											7 2015	*	*	*				10.9		66.3
											2014	*	*	*			71.4			
											8 2015 2014	*	*	*		<b>29.2</b>		13.2		
											2014 E 2015	*	*	*		12.5 <b>39.5</b>		12.6 <b>19.0</b>		
												*	*	*						
											2014				10.0	30.7	53.3	10.5	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Frederick County Virtual School**

## PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	•	Appro expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	hool	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	ite
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	14.3	14.3	25.3	23.4	27.4	27.2
High	93.3	93.1	94.5	94.4	92.4	92.7	Advanced Professional	79.4	79.4	72.4	72.7	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	3.2	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by hig	thly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)		83.14		92.62		86.39	All Quartiles	9.0	4.4	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	85.26		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, , , ,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Povert			*	*	4.7	*	17.7	15.7	
	B.4C	A D	. <b>.</b> : . :					n	osis 0/	Destisient 0/ Advanced 0/	A 14	B 4 C A	D. ef	- <b>!</b>		.1.			
	MSA Proficiency Levels				Basic %			Proficient % Advanced %					ciency Levels				.,		
GRADE	S	CHOOL	. %		OUNTY			STATE		GRADE	S	CHOOL	. % *		OUNTY			STATE 9	
5 2015	*	*	*		64.3				9.5	5 2015	*	*	*		70.0			40.8	
2014 <b>8 2015</b>	*	*	*	23.2 <b>21.0</b>	65.5 <b>72.5</b>	11.2 <b>6.5</b>		54.9 <b>61.7</b>	9.3 <b>6.4</b>	2014 <b>8 2015</b>	*	*	*		56.7 <b>54.2</b>		24.0	42.5	38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	14.5	68 9	16.7	6.9	66.4	26.7		61.2		B 2015	*	*	*		39.5		31.8		30.6
2014		61.6		8.4		28.7		61.7		2014	*	*	*		43.3			37.3	
2011	10.0	02.0	20	0	02.3	2017	2511	0217	22.5					2017	1515	30.0	2017	5715	3
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*		60.0		12.5		51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*		54.5		16.5		54.6
										2014	*	*	*		24.0		10.3		63.2
										4 2015	*	*	*		36.4			28.1	
										2014	*	*	*		29.4	58.8		24.3	63.8
										5 2015	*	*	*		25.0	60.0	16.4		53.7
										2014 <b>6 2015</b>	*	*	*	6.7	16.7 <b>25.8</b>	76.7 <b>58.1</b>		25.0 <b>24.6</b>	63.6 <b>58.6</b>
										2014	*	*	*					23.5	
										7 <b>201</b> 5	*	*	*					23.5 22.8	
										2014	*	*	*					21.0	
										8 2015	*	*	*					28.8	
										2014	*	*	*					24.6	
										E 2015	*	*	*		39.5			27.7	
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Frederick High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	288	87	30.2	62	21.5	63	21.9	58	20.1	18	6.3
Algebra I	366	53	14.5	147	40.2	111	30.3	55	15.0	*	≤5.0
Algebra II	104	24	23.1	33	31.7	29	27.9	15	14.4	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Schoo	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 20	14 2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95	0 ≥ <b>95.0</b>	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	31.0	29.0	25.3	23.4	27.4	27.2
High	*	* 94.5	94.4	92.4	92.7	Advanced Professional	69.0	64.5	72.4	72.7	65.2	65.5
Ü						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by high	nly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*	92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Pover	,		*	*	4.7	*	17.7	15.7	•
	MS	A Pro	oficier	ncv Le	evels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		-	OUNTY	/ %	5	STATE	%	GRADE		CHOOL			, OUNTY		5	STATE S	%
5 2015		76.5	8.2		64.3			53.9	9.5	5 2015		*	*		70.0			40.8	
2014	18.1	69.9	12.0	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	В 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014		*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1		54.5
										2014		*	*		25.0	64.3			54.9
										8 2015		*	*			37.5	16.9		44.0
										2014		*	*		33.3	66.7		35.7	
										A 2015		*	*		39.5		22.9		44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										2 224	•		*	0.4	-4-	25.4	46.5	20.0	<b>-</b> 4.6
										3 2015		*	*		54.5		16.5		54.6
										2014 <b>4 201</b> 5		*	*		24.0 <b>36.4</b>	56.0 <b>50.0</b>		26.5 <b>28.1</b>	63.2 <b>54.5</b>
										2014		*	*		29.4	58.8	11.9		63.8
										5 2015		*	*		25.0	60.0	16.4		53.7
										2014	*	*	*		16.7		11.4		63.6
										6 2015	*	*	*			58.1	16.8		58.6
										2014		*	*				13.3		
										7 2015		*	*				10.9		
										2014	*	*	*				12.2		
										8 2015	*	*	*		29.2			28.8	
										2014		*	*				12.6		
										E 2015		*	*		39.5		19.0		
										2014		*	*		36.7		18.8		

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Glade Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	95	7	7.4	15	15.8	28	29.5	42	44.2	*	≤5.0
English/Language Arts 4	91	8	8.8	14	15.4	30	33.0	30	33.0	9	9.9
English/Language Arts 5	98	*	≤5.0	14	14.3	30	30.6	50	51.0	*	≤5.0
Mathematics 3	95	*	≤5.0	16	16.8	31	32.6	36	37.9	8	8.4
Mathematics 4	92	9	9.8	21	22.8	28	30.4	34	37.0	*	≤5.0
Mathematics 5	98	*	≤5.0	27	27.6	30	30.6	34	34.7	6	6.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

Science

	Sc	hool	Co	unty	Sta	ate	:	Schoo	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	alifications 20	15 2	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	cates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Professional 14.	5 :	18.5	25.3	23.4	27.4	27.2
High	93.5	92.8	94.5	94.4	92.4	92.7	Professional 80.0	5 8	80.0	72.4	72.7	65.2	65.5
5							Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
							al Teacher 1.0	5	1.5	0.4	0.3	1.5	1.0
Cohort Graduation Rate							s NOT taught by highly qual	fied	teach	ers			
Class of 2014 (4-Year Rate)		86.11		92.62		86.39	tiles 8	.4	4.5	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	89.08		93.70		88.70		ary Low Poverty	*	*	2.2	1.5	2.9	3.0
, , ,							ary High Poverty	*	*	0.0	0.7	10.5	11.4
							ry Low Poverty	*	*	3.7	5.5	6.7	6.0
							ry High Poverty	*	*	4.7		17.7	15.7

										Secondary High Povert	/		*	*	4.7	*	17.7	15.7	
		4 D	<b>.</b>						:- 0/	Dueficient ()			D C						
			oficier	•					asic %	Proficient % Advanced %			\ Profi		-				
GRADE		CHOOL			OUNTY			STATE '		GRADE	S	CHOOL			OUNTY			STATE 9	
5 2015	*	*	*		64.3			53.9	9.5	5 2015	*	*	*		70.0			40.8	
2014	*	*	*		65.5			54.9	9.3	2014	*	*	*		56.7			42.5	
8 2015	*	*	*		72.5	6.5		61.7	6.4	8 2015	*	*	*		54.2			37.6	
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	2014	*	*	*		45.8	50.0	19.8		39.2
*B 2015	9.6	69.3	21.2	6.9	66.4	26.7	15.4	61.2	23.4	B 2015	*	*	*		39.5	26.3	31.8	37.5	30.6
2014	17.1	63.2	19.7	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*		54.5		19.3		42.3
										2014	*	*	*			20.0	12.5		
										4 2015	*	*	*		54.5		20.4	33.5	46.1
										2014	*	*	*		41.2		14.7		51.4
										5 2015	*	*	*			40.0	23.8		
										2014	*	*	*			36.7	18.9	40.3	40.8
										6 2015	*	*	*		45.2	29.0		32.2	
										2014	*	*	*		37.8	59.5		37.0	
										7 2015	*	*	*		42.1	21.1	14.1	31.3	54.5
										2014	*	*	*			64.3	13.3		54.9
										8 2015	*	*	*			37.5	16.9		44.0
										2014	*	*	*		33.3	66.7		35.7	46.5
										A 2015	*	*	*		39.5	36.8	22.9		44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*			36.4	16.5		54.6
										2014	*	*	*			56.0	10.3		63.2
										4 2015	*	*	*		36.4	50.0		28.1	
										2014	*	4	*		29.4	58.8	11.9		63.8
										5 2015		Ţ	*		25.0	60.0	16.4		53.7
										2014	•	Ţ	Ţ		16.7	76.7	11.4		63.6
										6 2015	•				25.8	58.1	16.8		58.6
										2014	*	*	*		13.5		13.3		
										<b>7 2015</b> 2014	*	*	*		<b>21.1</b> 17.9		10.9		66.3
											*	*	*				12.2		
										<b>8 2015</b> 2014	*	*	*		<b>29.2</b> 12.5		<b>13.2</b> 12.6		
											*	*	*						
										E 2015				10.5	39.5	50.0	19.0	21.1	55.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Gov. Thomas Johnson High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	344	61	17.7	56	16.3	57	16.6	119	34.6	51	14.8
Algebra I	432	45	10.4	111	25.7	163	37.7	111	25.7	*	≤5.0
Algebra II	199	42	21.1	71	35.7	55	27.6	30	15.1	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

**Mathematics** 

Science

	Schoo	l c	ounty	Sta	ate	Si	chool	Co	unty	Sta	te
Attendance Rate %	2015 2	14 201	2014	2015	2014	Teacher Qualifications 201	5 20	14 2015	2014	2015	2014
Elementary	*	* ≥ 95.	<b>)</b> ≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ <b>95.0</b> ≥ 95	.0 ≥ <b>95.</b>	<b>)</b> ≥ 95.0	95.0	95.4	Standard Professional 40.7	29	.6 <b>25.3</b>	23.4	27.4	27.2
High	*	* 94.	94.4	92.4	92.7	Advanced Professional 59.3	63	.0 72.4	72.7	65.2	65.5
						Resident Teacher 0.0	0	.0 0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)		*	92.62		86.39	All Quartiles 0.	0	0.0 3.	<b>6</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70	)	88.70		Elementary Low Poverty	*	* 2.	2 1.5	2.9	3.0
, , ,						Elementary High Poverty	*	* 0.	0 0.7	10.5	11.4
						Secondary Low Poverty	*	* 3.	<b>7</b> 5.5	6.7	6.0
						Secondary High Poverty	*	* 4.	7 *	17.7	15.7

											Secon	idary High Poverty			*	*	4.7	*	17.7	15.7	,
	M	SA Pro	oficie	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δlt-	-MSA	\ Profi	cienc	v l evi	ols			
GRADE		CHOOL		-	OUNTY	/ 0/2		STATE				GRADE		CHOOL			OUNTY			STATE 9	0/2
5 2015	*	*	*		64.3			53.9	9.5			5 2015	*	*	*		<b>70.0</b>			40.8	
2014	*	*	*		65.5			54.9	9.3			2014	*	*	*		56.7			42.5	
8 2015	28.5	68.7	≤5.0		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2			37.6	
2014		69.9	5.1		73.5			62.8	6.6			2014	*	*	*		45.8			41.0	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5		39.0	44.0
												2014	*	*	*		33.3	66.7		35.7	
												A 2015	*	*	*			36.8		32.8	
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												2 2245	٠	*	*	0.4	-4-	25.4	46.5	20.0	-46
												3 2015	*	*	*		54.5		16.5		54.6
												2014 <b>4 2015</b>	*	*	*		24.0 <b>36.4</b>	56.0 <b>50.0</b>		26.5 <b>28.1</b>	63.2
												2014	*	*	*		29.4				63.8
												5 2015	*	*	*		25.0	60.0	16.4		53.7
												2014	*	*	*		16.7		11.4		63.6
												6 2015	*	*	*		25.8			24.6	
												2014	*	*	*					23.5	
												7 2015	*	*	*					22.8	
												2014	*	*	*					21.0	
												8 2015	*	*	*		29.2			28.8	
												2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **Gov. Thomas Johnson Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	194	*	≤5.0	35	18.0	65	33.5	76	39.2	13	6.7
English/Language Arts 7	154	22	14.3	28	18.2	34	22.1	42	27.3	28	18.2
English/Language Arts 8	184	22	12.0	45	24.5	49	26.6	60	32.6	*	≤5.0
Mathematics 6	196	12	6.1	44	22.4	62	31.6	64	32.7	14	7.1
Mathematics 7	154	9	5.8	42	27.3	34	22.1	54	35.1	15	9.7
Mathematics 8	146	25	17.1	47	32.2	49	33.6	25	17.1	*	≤5.0
Algebra I	37	*	≤5.0	*	≤5.0	5	13.5	29	78.4	3	8.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Reading

**Mathematics** 

Science

	School	Co	unty	St	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015 201	2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	35.0	23.8	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional	65.0	76.2	72.4	72.7	65.2	65.5
5						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by hig	hly qualifie	d teach	iers			
	*		92 62		86 39	% of classes NOT taught by hig  All Quartiles	hly qualifie 0.0			3.5	8.4	7.6
Cohort Graduation Rate  Class of 2014 (4-Year Rate)  Class of 2014 (5-Year Rate)	*	93.70	92.62	88.70	86.39		<u> </u>			3.5 1.5		
Class of 2014 (4-Year Rate)	*	93.70	92.62	88.70	86.39	All Quartiles	<u> </u>		3.6			3.0
Class of 2014 (4-Year Rate)	*	93.70	92.62	88.70	86.39	All Quartiles Elementary Low Poverty	0.0	0.0	3.6 2.2 0.0	1.5	2.9 10.5	3.0 11.4

										Secondary High Povert	/		*	*	4.7	*	17.7	15.7	7
	N/C	`A D#4	. <b>f</b> icio		مامید			D	asic %	Proficient % Advanced %	۸ ۱ ۸	NACA	Duck			ala.			
ODADE				ncy Le		. 0/	,						\ Profi		-		,	0.7.4.7.5	0/
GRADE <b>5 2015</b>		CHOOL			OUNTY			STATE		GRADE 5 2015	*	CHOOL *	- % *		OUNTY			STATE <sup>4</sup>	
2014		<b>70.1</b> 70.9			<b>64.3</b> 65.5	11.2		<b>53.9</b> 54.9	<b>9.5</b> 9.3	<b>5 2015</b> 2014	*	*	*		<b>70.0</b> 56.7			42.5	
8 2015	*	*	*		72.5	6.5		61.7	6.4	8 2015	*	*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	2014	*	*	*		45.8				39.2
*B 2015	*	*	*	6.9	66.4	26.7		61.2		B 2015	*	*	*			26.3			30.6
2014	*	*	*	8.4		28.7		61.7		2014	*	*	*		43.3			37.3	
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*		54.5			28.9	54.6
										2014	*	*	*			56.0			63.2
										4 2015	*	*	*		36.4	50.0		28.1	
										2014	*	*	*		29.4			24.3	63.8
										5 2015	*		*		25.0	60.0	16.4		53.7
										2014	*	*	*		16.7			25.0	63.6
										6 2015	*	*	*			58.1			58.6
										2014 <b>7 2015</b>	*	*	*					23.5 22.8	
										2014	*	*	*					21.0	
										8 2015	*	*	*		29.2			28.8	
										2014	*	*	*		12.5			24.6	
										E 2015	*	*	*		39.5			27.7	

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Green Valley Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	62	9	14.5	9	14.5	9	14.5	35	56.5	*	≤5.0
English/Language Arts 4	69	*	≤5.0	14	20.3	22	31.9	26	37.7	6	8.7
English/Language Arts 5	77	*	≤5.0	14	18.2	21	27.3	37	48.1	*	≤5.0
Mathematics 3	62	9	14.5	9	14.5	21	33.9	22	35.5	*	≤5.0
Mathematics 4	69	*	≤5.0	10	14.5	29	42.0	28	40.6	*	≤5.0
Mathematics 5	77	6	7.8	27	35.1	16	20.8	26	33.8	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	Sta	ate	Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 21.4	50.0	25.3	23.4	27.4	27.2
High	79.5	*	94.5	94.4	92.4	92.7	Advanced Professional 71.4	33.3	72.4	72.7	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 5.3	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
							Elementary High Poverty *	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
							Secondary High Poverty *	*	4.7	*	17.7	15.7

											lary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficie	ncy Le	vels			E	Basic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	- %	С	OUNTY	/ %	;	STATE	%		GRADE	S	CHOOL	- %	С	OUNTY	%	(	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*					28.8	
											2014	*	*	*		12.5			24.6	
											E 2015	*	*	*		39.5			27.7	

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Heather Ridge High School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	expectations  Count %		%	Count	%	Count	%	Count	%
English/Language Arts 10	*	*	*	*	*	*	*	*	*	*	*
Algebra I	*	*	*	*	*	*	*	*	*	*	*

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sch	nool	Co	unty	Sta	ate	So	chool	Cou	ınty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	79.8	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 42.9	33.	<b>25.3</b>	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 42.9	55.	5 <b>72.4</b>	72.7	65.2	65.5
5							Resident Teacher 0.0	0.	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.	0.4	0.3	1.5	1.0
ohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 3.8	3 15	.0 3.0	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	* 2.2	1.5	2.9	3.0
,,							Elementary High Poverty	*	* 0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	* 3.7	5.5	6.7	6.0
							Secondary High Poverty	k	* 4.7	*	17.7	15.7

										Secondary High Pover			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficie	ncy Le	evels			В	Basic %	Proficient % Advanced %	Alt	-MSA	\ Profi	icienc	y Lev	els			
GRADE	S	CHOOL	_ %		OUNT		:	STATE	%	GRADE		CHOO			OUNTY			STATE <sup>o</sup>	
5 2015	*	*	*			12.3			9.5	5 2015	*	*	*		70.0			40.8	
2014	*	*	*	23.2	65.5	11.2		54.9	9.3	2014	*	*	*		56.7			42.5	37.9
8 2015	80.0	20.0	≤5.0	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*		24.0			26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2015	*	*	*		25.8				58.6
										2014	*	*	*			86.5			
										7 2015	*	*	*			71.1			
										2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Heather Ridge Middle School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not yet meet expectations		Partial expect	ly met tations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 7	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
Mathematics 7	*	*	*	*	*	*	*	*	*	*	*
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	Sta	ate	Si	chool	Cou	ınty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 58.3	52.3	<b>25.3</b>	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 41.7	45.	<b>72.4</b>	72.7	65.2	65.5
8						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0 1	.1 3.0	<b>5</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	* 2.2	2 1.5	2.9	3.0
						Elementary High Poverty	*	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	* 3.7	5.5	6.7	6.0
						Secondary High Poverty	*	* 4.7		17.7	15.7

									Seco	ondary High Poverty			*	*	4.7	*	17.7	15.7				
												•										
	MS	A Pro	ficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	\ Profi	cienc	y Lev	els				
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	_ %		OUNTY			STATE 9		
5 2015	59.8	39.2	≤5.0	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9	
2014	58.1	40.0	≤5.0	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9	
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4	
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6	
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0	
												3 2015	*	*	*		54.5		19.3		42.3	
												2014	*	*	*			20.0	12.5		51.6	
												4 2015	*	*	*		54.5		20.4		46.1	
												2014	*	*	*		41.2		14.7		51.4	
												5 2015	*	*	*		40.0				40.5	
												2014	*	*	*			36.7	18.9		40.8	
												6 2015	•	*	*		45.2			32.2		
												2014	•	*	*		37.8			37.0		
												7 2015	Ţ	*			42.1			31.3		
												2014	*	*	*		25.0	64.3	13.3		54.9	
												8 2015	*	*	*		50.0		16.9		44.0	
												2014	*	*	*		33.3	66.7	17.8		46.5	
												A 2015	*	*	*		39.5	36.8	22.9		44.3	
												2014				6.7	46.7	40.7	22.2	34.3	43.3	
												3 2015	*	*	*	9.1	54.5	26.4	16.5	28.0	54.6	
												2014	*	*	*			56.0	10.3		63.2	
												4 2015	*	*	*		36.4			28.1		
												2014	*	*	*		29.4		11.9		63.8	
												5 2015	*	*	*		25.0		16.4		53.7	
												2014	*	*	*	6.7	16.7	76.7	11.4		63.6	
												6 2015	*	*	*		25.8			24.6		
												2014	*	*	*					23.5		
												7 2015	*	*	*					22.8		
												2014	*	*	*					21.0		
												8 2015	*	*	*					28.8		
												2014	*	*	*					24.6		
												E 2015	*	*	*					27.7		
												2014	*	*	*		26.7	E2 2		26.6	E4 E	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Hillcrest Elementary**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		•	Did not yet meet expectations  Count %		ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	125	32	25.6	35	28.0	31	24.8	25	20.0	*	≤5.0
English/Language Arts 4	109	25	22.9	36	33.0	33	30.3	15	13.8	*	≤5.0
English/Language Arts 5	96	23	24.0	28	29.2	26	27.1	18	18.8	*	≤5.0
Mathematics 3	130	23	17.7	48	36.9	39	30.0	18	13.8	*	≤5.0
Mathematics 4	113	31	27.4	49	43.4	27	23.9	6	5.3	*	≤5.0
Mathematics 5	100	9	9.0	46	46.0	24	24.0	20	20.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	20.0	10.0	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional	80.0	85.0	72.4	72.7	65.2	65.5
		3 <b>.</b>	5			Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70	2O <b>_</b>	88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*				

									Seco	ndary High Poverty			*	*	4.7	*	17.7	15.7	,			
	MS	Δ Pro	nficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Δl+.	.MSΔ	Profi	cienc	v I eve	alc				
GRADE		CHOOL		•	OUNTY	<i>r</i> 0/		STATE				GRADE		CHOOL			OUNTY			STATE 9	0/	
5 2015		82.7			64.3		36.7		9.5			5 2015	*	*	- 70 *		<b>70.0</b>			40.8		ĺ
2014		78.2			65.5			54.9	9.3			2014	*	*	*		56.7			42.5		
8 2015	*	*	*		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2			37.6		
2014	*	*	*		73.5			62.8	6.6			2014	*	*	*		45.8			41.0		
*B 2015	*	*	*	6.9	66.4	26.7		61.2				B 2015	*	*	*			26.3		37.5		
2014	*	*	*	8.4		28.7		61.7				2014	*	*	*		43.3			37.3		
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3	ĺ
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6	
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1	
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4	
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5	
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8	
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0	
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0	
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5	
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9	
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0	
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5	
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3	
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5	
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6	
												2014	*	*	*	20.0	24.0	56.0	10.3		63.2	
												4 2015	*	*	*		36.4	50.0		28.1		
												2014	*	*	*		29.4		11.9		63.8	
												5 2015	*	*	*		25.0	60.0	16.4		53.7	
												2014	*	*	*		16.7		11.4		63.6	
												6 2015	Ţ		Ţ		25.8			24.6		
												2014	*	*	*					23.5		
												<b>7 2015</b> 2014	*	*	*					<b>22.8</b> 21.0		
												8 <b>2015</b>	*	*	*		17.9 <b>29.2</b>			21.0 28.8		
												2014	*	*	*					24.6		
												E 2015	*	*	*					27.7		
												2014	*	*	*					26.6		ı

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Kemptown Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	66	*	≤5.0	*	≤5.0	12	18.2	40	60.6	11	16.7
English/Language Arts 4	55	*	≤5.0	8	14.5	20	36.4	23	41.8	4	7.3
English/Language Arts 5	75	*	≤5.0	5	6.7	30	40.0	39	52.0	*	≤5.0
Mathematics 3	66	*	≤5.0	6	9.1	11	16.7	34	51.5	12	18.2
Mathematics 4	55	*	≤5.0	8	14.5	19	34.5	23	41.8	3	5.5
Mathematics 5	75	*	≤5.0	8	10.7	26	34.7	36	48.0	4	5.3

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sci	chool	Co	unty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20:	4 2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 23.5	27	.8 <b>25.3</b>	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 76.5	61	1 72.4	72.7	65.2	65.5
5						Resident Teacher 0.0	0	.0 <b>0.0</b>	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0 0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	)	0.0 3.	<b>6</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty 3	k	* 2.	<b>2</b> 1.5	2.9	3.0
						Elementary High Poverty	k	* 0.	0.7	10.5	11.4
						Secondary Low Poverty	k	* 3.	<b>7</b> 5.5	6.7	6.0
						Secondary High Poverty 3	k	* 4.	7 *	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	15.7	
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advance	d %	Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	COUNTY	/ %	;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	17.6	79.4	≤5.0	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	13.8	82.8	≤5.0	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											'									
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Lewistown Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	26	4	15.4	5	19.2	9	34.6	8	30.8	*	≤5.0
English/Language Arts 4	31	2	6.5	5	16.1	8	25.8	14	45.2	2	6.5
English/Language Arts 5	28	*	≤5.0	8	28.6	10	35.7	9	32.1	*	≤5.0
Mathematics 3	26	4	15.4	4	15.4	9	34.6	8	30.8	*	≤5.0
Mathematics 4	31	*			25.8	9	29.0	13	41.9	*	≤5.0
Mathematics 5	28	*	≤5.0	5	17.9	14	50.0	7	25.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Si	chool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	.4 2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 33.3	26.	7 <b>25.3</b>	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 66.7	66.	7 <b>72.4</b>	72.7	65.2	65.5
5						Resident Teacher 0.0	0.	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.	0 0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	) (	0.0 3.0	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	k	* 2.2	1.5	2.9	3.0
						Elementary High Poverty	k	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	* 3.7	5.5	6.7	6.0
						Secondary High Poverty		* 4.7		17.7	15.7

											Secor	ndary High Poverty	,		*	*	4.7	*	17.7	15.7	7
	MC	A Dro	oficier	acy Lo	wole			R	asic %	Proficient %	Advanced %		ΛI÷	NACA	Profi	icione	v I ov	ale			
ODADE				-		, n/	,			1 Tollelelle 70	Advanced 70	ODADE					•		,		0/
GRADE <b>5 2015</b>		CHOOL <b>59.2</b>			64.3			53.9	% 9.5			GRADE <b>5 2015</b>	*	CHOOL *	- % *		70.0			40.8	
2014		72.6			65.5	11.2		54.9	9.3			2014	*	*	*		56.7				37.9
8 2015	*	*	*		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6			2014	*	*	*			50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7		61.2				B 2015	*	*	*		39.5		31.8		30.6
2014	*	*	*	8.4		28.7	15.4	61.7	22.9			2014	*	*	*		43.3			37.3	
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*		54.5		16.5		54.6
												2014	*	*	*		24.0	56.0		26.5	63.2
												4 2015	*	*	*		36.4	50.0		28.1	
												2014	*	*	*		29.4	58.8		24.3	63.8
												<b>5 2015</b>	*	*	*		<b>25.0</b> 16.7	<b>60.0</b> 76.7	16.4		<b>53.7</b>
												2014 <b>6 2015</b>	*	*	*	6.7 <b>16.1</b>	25.8		11.4 <b>16.8</b>	25.0	63.6 <b>58.6</b>
												2014	*	*	*			86.5			
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*			66.7			
												2014	*	*	*			87.5			
												E 2015	*	*	*		39.5		19.0		
												2014	*	*	*			53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Liberty Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	56	4	7.1	6	10.7	23	41.1	22	39.3	*	≤5.0
English/Language Arts 4	47	*	≤5.0	16	34.0	9	19.1	18	38.3	*	≤5.0
English/Language Arts 5	48	*	≤5.0	15	31.3	10	20.8	22	45.8	*	≤5.0
Mathematics 3	56	*	≤5.0	13	23.2	15	26.8	23	41.1	3	5.4
Mathematics 4	48	3	6.3	12	25.0	14	29.2	19	39.6	*	≤5.0
Mathematics 5	48	*	≤5.0	12	25.0	14	29.2	20	41.7	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	St	ate	Si	chool	Cou	ınty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥	95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 30.0	38.5	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 66.7	61.5	72.4	72.7	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.0	0	.0 3.0	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	* 2.2	2 1.5	2.9	3.0
· · · · · ·							Elementary High Poverty	k	* 0.0	0.7	10.5	11.4
							Secondary Low Poverty	k	* 3.7	5.5	6.7	6.0
							Secondary High Poverty	*	* 4.7		17.7	15.7

										Secondary High Pover			*	*	4.7	*	17.7	15.7	,
														_					
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient % Advanced %	Alt	t-MS <i>F</i>	A Profi	cienc	y Lev	els			
GRADE		CHOOL			OUNTY			STATE		GRADE		SCHOO			OUNTY			STATE 9	
5 2015		56.3			64.3		36.7		9.5	5 2019		*	*		70.0			40.8	
2014		57.1			65.5		35.8		9.3	2014		*	*		56.7			42.5	
8 2015	*	*	*		72.5	6.5	31.9		6.4	8 2019		*	*		54.2			37.6	
2014	*	*	*	19.8	73.5	6.8	30.6		6.6	2014	. *	*	*		45.8	50.0		41.0	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	B 2015		*	*		39.5		31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2019		*	*		54.5			38.4	
										2014		*	*		60.0			35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4		46.1
										2014	. *	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2019	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	. *	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	. *	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	. *	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2019	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2019	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 2019	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 2019	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Lincoln Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	80	14	17.5	19	23.8	22	27.5	24	30.0	*	≤5.0
English/Language Arts 4	69	7	10.1	18	26.1	24	34.8	19	27.5	*	≤5.0
English/Language Arts 5	71	7	9.9	22	31.0	20	28.2	21	29.6	*	≤5.0
Mathematics 3	84	6	7.1	20	23.8	28	33.3	27	32.1	*	≤5.0
Mathematics 4	70	8	11.4	21	30.0	22	31.4	19	27.1	*	≤5.0
Mathematics 5	70	5	7.1	25	35.7	27	38.6	11	15.7	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sc	hool	Co	unty	St	ate	9	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	15	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
, Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 8.8	8	11.9	25.3	23.4	27.4	27.2
High	94.9	94.8	94.5	94.4	92.4	92.7	Advanced Professional 89.1	5	84.7	72.4	72.7	65.2	65.5
				•			Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qual	ified	teach	ers			
Class of 2014 (4-Year Rate)		93.43		92.62		86.39	All Quartiles 1	6	4.4	3.6	3.5	8.4	7.0
Class of 2014 (5-Year Rate)	≥ 95.00		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, ,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty		*	4.7		17.7	15.7

											dary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	≤5.0	62.1	36.1	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	≤5.0	62.8	32.9	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*		24.0				63.2
											4 2015	*	*	*		36.4	50.0		28.1	54.5
											2014	*	*	*		29.4	58.8			63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7	76.7	11.4		63.6
											6 2015	*	*	*		25.8			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*					22.8	
											2014	*	*	*					21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*					24.6	
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Linganore High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
,		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	392	47	12.0	43	11.0	75	19.1	163	41.6	64	16.3
Algebra I	397	29	7.3	71	17.9	116	29.2	181	45.6	*	≤5.0
Algebra II	179	17	9.5	36	20.1	47	26.3	75	41.9	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 12.5	13.6	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 87.5	86.4	72.4	72.7	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ed tea	chers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	) 4	7 <b>3.6</b>	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	•	* 2.2	1.5	2.9	3.0
						Elementary High Poverty	•	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	•	* 3.7	5.5	6.7	6.0
						Secondary High Poverty *		* 4.7	*	17.7	15.7

		Secondary Low Poverty Secondary High Poverty	*	* <b>3.7</b> 5.5 * <b>4.7</b> *	<b>6.7</b> 6.0 <b>17.7</b> 15.7
MSA Proficiency Levels	Basic % Proficient % A	dvanced % Alt-I	MSA Profi	ciency Levels	
GRADE SCHOOL % COUNTY %	STATE %	GRADE SCI	HOOL %	COUNTY %	STATE %
5 2015 15.5 68.4 16.1 23.4 64.3 12.3	36.7 53.9 9.5	5 2015 *	* *	15.0 70.0 15.0	24.3 40.8 34.9
2014 21.5 73.0 5.5 23.2 65.5 11.2	35.8 54.9 9.3	2014 *	* *	10.0 56.7 33.3	19.6 42.5 37.9
8 2015 * * * 21.0 72.5 6.5	31.9 61.7 6.4	8 2015 *	* *	29.2 54.2 16.7	24.0 37.6 38.4
2014 * * * 19.8 73.5 6.8	30.6 62.8 6.6	2014 *	* *	≤5.0 45.8 50.0	19.8 41.0 39.2
*B 2015 * * * 6.9 66.4 26.7	15.4 61.2 23.4	B 2015 *	* *	34.2 39.5 26.3	31.8 37.5 30.6
2014 * * * 8.4 62.9 28.7	15.4 61.7 22.9	2014 *	* *	26.7 43.3 30.0	28.7 37.3 34.0
		3 2015 *	* *	13.6 54.5 31.8	19.3 38.4 42.3
		2014 *	* *	20.0 60.0 20.0	12.5 35.9 51.6
		4 2015 *	* *	18.2 54.5 27.3	20.4 33.5 46.1
		2014 *	* *	23.5 41.2 35.3	14.7 33.9 51.4
		5 2015 *	* *	20.0 40.0 40.0	23.8 35.7 40.5
		2014 *	* *	13.3 50.0 36.7	18.9 40.3 40.8
		0 2013	* *	<b>25.8 45.2 29.0</b> ≤5.0 37.8 59.5	<b>22.8 32.2 45.0 16.0 37.0 47.0</b>
		2014 * <b>7 2015</b> *	* *	36.8 42.1 21.1	16.0 37.0 47.0 14.1 31.3 54.5
		2014 *	* *	10.7 25.0 64.3	13.3 31.9 54.9
		8 2015 *	* *	12.5 50.0 37.5	16.9 39.0 44.0
		2014 *	* *	≤5.0 33.3 66.7	17.8 35.7 46.5
		A 2015 *	* *	23.7 39.5 36.8	22.9 32.8 44.3
		2014 *	* *	6.7 46.7 46.7	22.2 34.3 43.5
		3 2015 *	* *	9.1 54.5 36.4	16.5 28.9 54.6
		2014 *	* *	20.0 24.0 56.0	10.3 26.5 63.2
		4 2015 *	* *	13.6 36.4 50.0	17.4 28.1 54.5
		2014 *	* *	11.8 29.4 58.8	11.9 24.3 63.8
		5 2015 *	* *	15.0 25.0 60.0	16.4 29.9 53.7
		2014 *	* *	6.7 16.7 76.7	11.4 25.0 63.6
		6 2015 *	* *	16.1 25.8 58.1	16.8 24.6 58.6
		2014 *	* *	≤5.0 13.5 86.5	13.3 23.5 63.2
		7 2015 *	* *	7.9 21.1 <b>71.1</b>	10.9 22.8 66.3
		2014 *	* *	10.7 17.9 71.4	12.2 21.0 66.9
		8 2015 *	* *	≤5.0 29.2 66.7	13.2 28.8 58.0
		2014 *	* *	≤5.0 12.5 87.5	12.6 24.6 62.8
		E 2015 *	* *	10.5 39.5 50.0	19.0 27.7 53.3
		2014 *	* *	10.0 36.7 53.3	18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Middletown Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	141	12	8.5	13	9.2	16	11.3	76	53.9	24	17.0
English/Language Arts 4	140	*	≤5.0	16	11.4	38	27.1	69	49.3	10	7.1
English/Language Arts 5	154	*	≤5.0	33	21.4	41	26.6	65	42.2	9	5.8
Mathematics 3	141	*	≤5.0	20	14.2	25	17.7	59	41.8	30	21.3
Mathematics 4	140	10	7.1	18	12.9	42	30.0	65	46.4	*	≤5.0
Mathematics 5	154	16	10.4	29	18.8	45	29.2	60	39.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* 10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	Sta	ate	Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 10.9	4.4	25.3	23.4	27.4	27.2
High	<b>94.7</b> ≥ 95.0	94.5	94.4	92.4	92.7	Advanced Professional 89.1	91.1	72.4	72.7	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)	≥ 95.00		92.62		86.39	All Quartiles 5.1	6.7	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
						Elementary High Poverty *	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
						Secondary High Poverty *	*	4.7	*	17.7	15.7

										9	Secondary High Poverty			*	*	4.7	*	17.7	15.7	,	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced	%	Alt-	MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′%	5	STATE	%		GRADE	SC	CHOOL	. %	С	OUNTY	%	5	STATE 9	%	
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9	
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9	
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4	
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2	
*B 2015	≤5.0	70.3	27.9	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6	
2014	≤5.0	63.8	31.2	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0	
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3	
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6	
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1	
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4	
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5	
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8	
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0	
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0	
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5	
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9	
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0	
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5	
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3	
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5	
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6	
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2	
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5	
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8	
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7	
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6	
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6	
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2	
											7 2015	*	*	*					22.8		
											2014	*	*	*				12.2	21.0	66.9	
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0	
											2014	*	*	*		12.5			24.6		
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Middletown High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	266	32	12.0	35	13.2	62	23.3	101	38.0	36	13.5
Algebra I	360	20	5.6	79	21.9	121	33.6	136	37.8	*	≤5.0
Algebra II	157	16	10.2	24	15.3	52	33.1	62	39.5	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	St	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.8	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17.6	16.2	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 79.4	83.8	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 3.0	1.2	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70	5 O _	88.70		Elementary Low Poverty *	. ,	2.2	1.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty *	. ,	0.0	0.7	10.5	11.4
							Secondary Low Poverty *	. ,	3.7	5.5	6.7	6.0
							Secondary High Poverty	. ,	4.7	*	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											3000	ondary mgm roverty								13.7	
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %	ı	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	- %	С	OUNT	<b>/</b> %	;	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	8.6	82.2	9.3	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	8.5	81.6	9.9	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
												8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
												2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **Middletown Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	270	*	≤5.0	28	10.4	89	33.0	134	49.6	14	5.2
English/Language Arts 7	240	*	≤5.0	46	19.2	76	31.7	85	35.4	21	8.8
English/Language Arts 8	270	19	7.0	39	14.4	75	27.8	117	43.3	20	7.4
Mathematics 6	270	*	≤5.0	46	17.0	95	35.2	112	41.5	14	5.2
Mathematics 7	240	*	≤5.0	47	19.6	80	33.3	104	43.3	*	≤5.0
Mathematics 8	191	12	6.3	41	21.5	74	38.7	64	33.5	*	≤5.0
Algebra I	78	*	≤5.0	*	≤5.0	*	≤5.0	69	88.5	8	10.3

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications 2	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 9	9.5	10.5	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 90	0.5	84.2	72.4	72.7	65.2	65.5
5						Resident Teacher 0	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qua	alified	d teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 1	15.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70	32.02	88.70	00.00	Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

											condary Low Poverty condary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels			E	Basic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*		13.5			23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*		12.5		12.6	24.6	62.8
											E 2015	*	*	*		39.5			27.7	
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Middletown Primary**

## PARCC Assessment Performance Results Summary - 2015

	Performance Level														
	Lev	el 1	Lev	el 2	el 4	Level 5									
	Did not y expect		Partial expect	•	Appro expect		Met exp	ectations	Exced expect						
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%					

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	Sta	ate	Si	chool	Cou	ınty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 30.3	31.	4 25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 66.7	65.	7 <b>72.4</b>	72.7	65.2	65.5
3						Resident Teacher 0.0	0.	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 7.4	4 2	.0 3.0	<b>5</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	* 2.2	2 1.5	2.9	3.0
						Elementary High Poverty	*	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	* 3.7	5.5	6.7	6.0
						Secondary High Poverty	*	* 4.7		17.7	15.7

											Second	dary High Poverty	'		*	*	4.7	*	17.7	15.7	7
	MS	A Pro	oficier	ncy Le	evels			В	asic %	Proficient %	Advanced %		Alt.	-MSA	Profi	icienc	y Lev	els			
GRADE	SC	CHOOL	. %		OUNT		,	STATE '	%			GRADE	S	CHOOL			OUNTY	STATE %			
5 2015	46.2	50.8	≤5.0	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014		62.8		23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*		56.7				37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*		39.5		31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*		54.5			38.4	42.3
												2014	*	*	*		60.0	20.0		35.9	51.6
												4 2015	*	*	*		54.5			33.5	46.1
												2014 <b>5 2015</b>	*	*	*		41.2 <b>40.0</b>	35.3 <b>40.0</b>		33.9 <b>35.7</b>	51.4 <b>40.5</b>
												2014	*	*	*		50.0			40.3	40.8
												6 2015	*	*	*		45.2			32.2	45.0
												2014	*	*	*		37.8				47.0
												7 2015	*	*	*		42.1			31.3	54.5
												2014	*	*	*		25.0	64.3		31.9	54.9
												8 2015	*	*	*	12.5		37.5		39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*		25.8	58.1	16.8		58.6
												2014	*	*	*		13.5		13.3		
												7 2015	*	*	*			71.1			66.3
												2014	*	*	*			71.4			
												8 2015	*	*	*			66.7			
												2014	*	*	*		12.5		12.6		
												E 2015	*	*	*		39.5	53.3	19.0		
												2014				10.0	30.7	53.3	18.8	20.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Monocacy Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Level 5		
		Did not y expect		Partially met Approach expectations expectati				Met expe	ectations	Exceeded expectations		
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 3	86	11	12.8	17	19.8	29	33.7	28	32.6	*	≤5.0	
English/Language Arts 4	90	12	13.3	18	20.0	23	25.6	34	37.8	*	≤5.0	
English/Language Arts 5	65	13	20.0	14	21.5	21	32.3	17	26.2	*	≤5.0	
Mathematics 3	85	13	15.3	17	20.0	30	35.3	22	25.9	*	≤5.0	
Mathematics 4	93	14	15.1	30	32.3	27	29.0	22	23.7	*	≤5.0	
Mathematics 5	67	13	19.4	22	32.8	17	25.4	15	22.4	*	≤5.0	

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	S	chool	Co	County		ate	Sc	School		inty	State	
Attendance Rate %	2015 2014		2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 37.1	32.4	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 60.0	62.2	72.4	72.7	65.2	65.5
Ü							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 1.7	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *	2	2.2	1.5	2.9	3.0
							Elementary High Poverty *	2	0.0	0.7	10.5	11.4
							Secondary Low Poverty *	,	3.7	5.5	6.7	6.0
							Secondary High Poverty *		4.7	*	17.7	15.7

										Secondary High Pover	,		*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficie	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	t-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	<b>/</b> %	;	STATE	%	GRADE		SCHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5	5 201	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	40.7	54.2	5.1	21.0	72.5	6.5	31.9	61.7	6.4	8 201	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	31.3	63.8	≤5.0	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	B 201	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	201	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 201	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										201	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 201	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 201	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 201	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 201	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 201	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 201:	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 201	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										201-	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 201	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 201	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 201:	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										201	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 201		*	*					22.8	
										201	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 201	*	*	*					28.8	
										2014		*	*		12.5			24.6	
										E 201		*	*		39.5			27.7	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Monocacy Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	253	21	8.3	63	24.9	83	32.8	76	30.0	*	≤5.0
English/Language Arts 7	239	54	22.6	57	23.8	45	18.8	66	27.6	17	7.1
English/Language Arts 8	257	78	30.4	54	21.0	60	23.3	54	21.0	*	≤5.0
Mathematics 6	259	25	9.7	90	34.7	76	29.3	62	23.9	*	≤5.0
Mathematics 7	244	30	12.3	74	30.3	70	28.7	67	27.5	*	≤5.0
Mathematics 8	205	76	37.1	70	34.1	37	18.0	22	10.7	*	≤5.0
Algebra I	57	*	≤5.0	*	≤5.0	5	8.8	43	75.4	7	12.3

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	33.3	8.3	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional	60.0	91.7	72.4	72.7	65.2	65.5
		3 <b>.</b>	5	J	*=::	Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	6.7	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by hig	hly qualifie	ed teach	iers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles	12.1	6.3	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty		*				

							Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7					
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced	d %	Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	17.2	69.0	13.8	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	24.1	69.0	6.9	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	≤5.0	83.3	12.5	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	≤5.0	71.4	23.8	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											'									
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*			86.5			
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Monocacy Valley Montessori School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	32	3	9.4	5	15.6	9	28.1	11	34.4	4	12.5
English/Language Arts 4	36	3	8.3	11	30.6	12	33.3	9	25.0	*	≤5.0
English/Language Arts 5	29	*	≤5.0	*	≤5.0	8	27.6	19	65.5	*	≤5.0
English/Language Arts 6	27	*	≤5.0	*	≤5.0	6	22.2	15	55.6	4	14.8
English/Language Arts 7	28	*	≤5.0	*	≤5.0	8	28.6	13	46.4	5	17.9
English/Language Arts 8	24	*	≤5.0	*	≤5.0	6	25.0	12	50.0	5	20.8
Mathematics 3	32	2	6.3	8	25.0	12	37.5	8	25.0	2	6.3
Mathematics 4	36	9	25.0	9	25.0	15	41.7	3	8.3	*	≤5.0
Mathematics 5	29	2	6.9	7	24.1	13	44.8	7	24.1	*	≤5.0
Mathematics 6	27	2	7.4	7	25.9	7	25.9	9	33.3	2	7.4
Mathematics 7	28	*	≤5.0	*	≤5.0	8	28.6	16	57.1	3	10.7
Mathematics 8	19	*	≤5.0	2	10.5	5	26.3	12	63.2	*	≤5.0
Algebra I	*	*	*	*	*	*	*	*	*	*	*

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	\$	Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 203	15	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 5.3	3	0.0	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 89.5	5	100.0	72.4	72.7	65.2	65.5
8						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, ,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Pove	,		*	*	4.7	*	17.7	15.7	,
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Αlt	t-MSA	\ Prof	icienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	/ %	9	STATE		GRADE		SCHOOL			OUNTY		ç	STATE S	%
5 2015		58.1			64.3			53.9	9.5	5 201		*	*		70.0			40.8	
2014	≤5.0	66.1	30.5	23.2	65.5	11.2	35.8	54.9	9.3	201	4 *	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 201	5 *	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	201	4 *	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	B 201	5 *	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	201	4 *	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 201	5 *	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										201	4 *	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 201	5 *	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										201	4 *	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 201		*	*		40.0	40.0	23.8		40.5
										201		*	*		50.0				40.8
										6 201		*	*		45.2			32.2	45.0
										201		*	*		37.8			37.0	
										7 201		*	*		42.1				54.5
										201 <b>8 20</b> 1		*	*		25.0 <b>50.0</b>	<b>37.5</b>	16.9		54.9 <b>44.0</b>
										201		*	*		33.3	66.7		35.7	
										A 201		*	*		39.5				44.3
										201		*	*		46.7			34.3	
										3 201	5 *	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										201	4 *	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 201	5 *	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										201	4 *	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 201	5 *	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										201	4 *	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 201	5 *	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										201	4 *	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 201	5 *	*	*					22.8	
										201		*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 201	5 *	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										201		*	*					24.6	
										E 201		*	*		39.5			27.7	
										201	4 *	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Myersville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	59	4	6.8	5	8.5	7	11.9	37	62.7	6	10.2
English/Language Arts 4	65	*	≤5.0	6	9.2	16	24.6	31	47.7	9	13.8
English/Language Arts 5	74	*	≤5.0	11	14.9	19	25.7	42	56.8	*	≤5.0
Mathematics 3	59	3	5.1	8	13.6	19	32.2	21	35.6	8	13.6
Mathematics 4	64	*	≤5.0	12	18.8	25	39.1	24	37.5	*	≤5.0
Mathematics 5	74	*	≤5.0	9	12.2	27	36.5	33	44.6	4	5.4

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 27.0	30.6	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 67.6	69.4	72.4	72.7	65.2	65.5
o .						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	2.0	<b>3.6</b>	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70	32.02	88.70	00.55	Elementary Low Poverty *	:	2.2	1.5	2.9	3.0
<b>,</b> , , , , , , , , , , , , , , , , , ,						Elementary High Poverty *	:	0.0	0.7	10.5	11.4
						Secondary Low Poverty *	:	3.7	5.5	6.7	6.0
						Secondary High Poverty *		4.7	*	17.7	15.7

MAA Profice   Level   Selection   Profice   Advanced   Advanced								y Low Poverty y High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	15.7					
GRADE         SCHOLLY         STATE         GRADE         SCHOLLY         COLINTY         STATE         5 2015         5 2015         C         1 15 07 100         15.0 70.0         15.0 24.3 40.8         38.0         3.0           2014         211 617 172         212 62 55 112 38.5 519 519         35.8 519 58.0         28.0         20.0         21.0 72.5 65 319 61.0         35.8 56.0         38.0 66.0         20.0         21.0 72.5 65 31.0         35.0 66.0         30.0         20.0         21.0 72.5 65 31.0         35.0 66.0         30.0         20.0         21.0 72.5 65 31.0         35.0 66.0         30.0         20.0         4.0 30.0         30.0 <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th><u> </u></th><th>, , ,</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>											<u> </u>	, , ,									
5 2015         3.4         4.4         4.5         2.4         6.7         2.7         2.1         5.5         1.5         5.7         2.1         2.1         2.1         2.1         2.2         6.5         1.2         3.5         5.5         5.9         9.3         2.0         2.0         1.0         5.0         3.2         5.2         3.2<		MS	A Pro	oficier	ncy Le	vels			E	Basic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
2014 21	GRADE	S	CHOOL	. %	С	OUNT	/ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
8 2015	5 2015	18.1	67.4	14.5	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	2014	21.1	61.7	17.2	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
** 2015	8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014 * * * 8.4 62.9 28.7 15.4 61.7 22.9  3 2015 * * * 12.6 54.5 31.8 19.3 38.4 42.3  3 2015 * * * 13.6 54.5 31.8 19.3 38.4 42.3  2014 * * * 26.7 43.3 30.0 22.7 37.3 34.0  3 2015 * * * 13.6 54.5 31.8 19.3 38.4 42.3  2014 * * * 20.0 60.0 60.0 20.0 12.5 35.9 51.6  4 2015 * * * 18.2 54.5 27.3 20.4 33.5 46.1  2014 * * * 20.0 40.0 40.0 23.8 35.7 40.5  2014 * * * 13.3 50.0 36.7 18.9 40.3  6 2015 * * * 28.4 45.2 20.0 22.8 32.2 45.0  2014 * * * 55.0 37.8 59.5 16.0 37.0 47.0  7 2015 * * 38.8 42.1 21.1 14.1 13.1 34.5  2014 * * * 55.0 37.8 59.5 16.0 37.0 47.0  7 2015 * * 10.7 50.0 37.5 16.9 39.0 44.0  2014 * * * 67. 46.7 46.7 42.2 34.3 48.5  2014 * * * 67. 46.7 46.7 42.2 34.3 48.5  2014 * * * 67. 46.7 46.7 46.7 42.2 34.3 48.5  2014 * * * 67. 16.7 67.7 11.2 12.0 36.8  5 2015 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 11.5 50.0 37.5 16.5 36.5 31.8 19.2 36.8  5 2015 * * * 11.6 12.5 8.5 58.1 18.8 26.5 58.2  2014 * * * 16.7 76.7 11.4 12.0 36.8  5 2015 * * * 16.1 25.8 58.1 18.8 26.5 58.2  2014 * * * 16.7 76.7 11.4 12.0 36.8  5 2015 * * * 11.7 77.9 71.4 12.2 21.0 66.9  8 2015 * * * 10.7 17.9 71.4 12.2 21.0 66.9  8 2015 * * * 10.7 17.9 71.4 12.2 21.0 66.9  8 2015 * * * 10.5 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8  8 2015 * * * 15.0 12.5 87.5 12.6 24.6 62.8	2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
3 2015	*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014       *       *       *       100       0.0       12.5       35.9       51.6         4 2015       *       *       *       23.5       14.2       33.3       14.7       33.5       14.1         5 2015       *       *       *       23.5       14.2       33.3       14.7       33.5       14.5         2014       *       *       *       13.3       50.0       30.7       30.3       40.8         6 2015       *       *       \$       25.8       45.2       29.0       22.8       32.2       45.0         2014       *       *       \$       55.0       37.8       59.5       16.0       37.0       47.0         7 2015       *       *       36.8       42.1       21.1       14.3       31.3       54.5         2014       *       *       15.5       50.0       37.5       16.0       37.0       47.0         2014       *       *       15.5       50.0       37.5       16.9       39.0       44.0         2014       *       *       15.7       57.0       35.2       45.5       50.2       32.2       32.2       32.2	2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
2014       *       *       *       100       0.0       12.5       3.59       51.6         4 2015       *       *       *       23.5       41.2       33.3       14.7       33.5       14.1         5 2015       *       *       *       23.5       41.2       33.3       14.7       33.5       51.4         5 2015       *       *       *       13.3       50.0       30.7       43.0       40.0       40.0       23.8       85.7       40.5         2014       *       *       *       \$5.0       37.8       59.5       16.0       37.0       47.0         7 2015       *       *       \$5.0       37.8       59.5       16.0       37.0       47.0         2014       *       *       \$1.0       25.0       64.3       13.3       31.9       54.9         2014       *       *       \$1.0       25.0       64.3       13.3       31.9       54.9         2014       *       *       \$1.0       25.0       33.3       66.7       17.8       35.7       40.5         A 2015       *       *       \$1.0       40.7       22.2       34.3																					
4 2015       *       18.2       24.5       27.3       20.4       33.5       46.1         2014       *       *       23.5       41.2       35.3       14.7       33.9       51.4         5 2015       *       *       20.0       40.0       40.0       20.8       32.7       40.5         2014       *       *       13.3       50.0       36.7       18.9       40.3       40.8         2014       *       *       15.0       37.8       59.5       16.0       37.0       47.0         7 2015       *       *       10.7       25.0       43.1       31.3       31.9       54.5         2014       *       *       10.7       25.0       43.3       31.9       54.5         2014       *       *       10.7       25.0       43.3       31.9       54.9         4 2015       *       *       15.0       33.6       67.1       17.8       35.7       45.5         A 2014       *       *       5.0       33.5       66.7       16.7       26.7       26.7       26.5       63.2         2014       *       *       11.8       25.0 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3 2015</td><td>*</td><td>*</td><td>*</td><td>13.6</td><td>54.5</td><td>31.8</td><td>19.3</td><td>38.4</td><td>42.3</td></td<>												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
2014												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
\$ 2015												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
2014												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
\$\begin{array}{cccccccccccccccccccccccccccccccccccc												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
2014												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
7 2015												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
2014 * * * 10.7 25.0 64.3 13.3 31.9 54.9 8 2015 * * 12.5 50.0 37.5 16.9 39.0 44.0 2014 * * 55.0 33.3 66.7 17.8 35.7 46.5 A 2015 * * 23.7 39.5 36.8 22.9 32.8 44.3 2014 * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 56.0 11.3 25.6 56.2 2014 * * 56.0 11.3 25.6 56.3 29.9 53.7 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2016 * * 56.0 11.3 25.6 56.2 2017 * 56.0 11.1 25.8 58.1 16.8 24.6 58.6 2018 * * 16.1 25.8 58.1 16.8 24.6 58.6 2019 * * 56.0 11.7 17.1 10.9 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 11.0 22.8 66.3 2019 * * 56.0 11.7 17.1 17.1 17.1 17.1 17.1 17.1 17												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
8 2015												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
2014 * * * * * \$5.0 33.3 66.7 17.8 35.7 46.5  A 2015 * * * * 23.7 39.5 36.8 22.9 32.8 44.3  2014 * * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * * * 20.0 24.0 56.0 10.3 26.5 63.2  4 2015 * * * 13.6 36.4 50.0 17.4 28.1 54.5  2014 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 15.0 25.0 60.0 16.4 29.9 53.7  2014 * * * 6.7 16.7 76.7 11.4 25.0 63.6  6 2015 * * * 16.1 25.8 58.1 16.8 24.6 58.6  2014 * * * 55.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * * 7.9 21.1 71.1 10.9 22.8 66.3  2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8  £ 2015 * * * 55.0 12.5 87.5 12.6 24.6 62.8  £ 2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
A 2015												8 2015	*	*		12.5	50.0	37.5	16.9	39.0	44.0
2014 * * * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * * 9.1 54.5 36.4 16.5 28.9 54.6 2014 * * 20.0 24.0 56.0 10.3 26.5 63.2  4 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6  2014 * * 5.0 16.7 25.0 11.4 25.0 63.6  2014 * * 5.0 12.5 85.1 16.8 24.6 58.6  2014 * * 55.0 12.5 86.5 13.3 23.5 63.2  2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 29.2 66.7 13.2 28.8 58.0 2014 * * 55.0 12.5 87.5 12.6 24.6 62.8  2014 * * 55.0 12.5 87.5 12.6 24.6 62.8  2014 * * 55.0 12.5 87.5 12.6 24.6 62.8												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
3 2015 * * * 9.1 54.5 36.4 16.5 28.9 54.6 2014 * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 5.0 12.5 85.0 12.5 86.5 13.3 23.5 63.2 7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0												A 2015	*								
2014 * * 2000 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 5.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.0 21.1 71.1 10.9 22.8 66.3 2014 * * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * 10.0 21.1 71.1 10.9 22.8 66.3 2014 * 10.0 21.1 71.1 10.9 22.8 66.3												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
2014 * * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 5.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.09 21.1 71.1 10.9 22.8 66.3 2014 * * 10.0 7 17.9 71.4 12.2 21.0 66.9 8 2015 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 7.0 21.1 71.1 10.9 22.8 66.3																					
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													•								
5 2015       *       *       *       11.0       25.0       60.0       16.4       29.9       53.7         2014       *       *       6.7       16.7       76.7       11.4       25.0       63.6         6 2015       *       *       *       16.1       25.8       58.1       16.8       24.6       58.6         2014       *       *       *       5.0       13.5       86.5       13.3       23.5       63.2         7 2015       *       *       *       7.9       21.1       71.1       10.9       22.8       66.3         2014       *       *       *       10.7       17.9       71.4       12.2       21.0       66.9         8 2015       *       *       *       \$5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       \$5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3													*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*							
2014 * * * \$ ≤5.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * * 7.9 21.1 71.1 10.9 22.8 66.3  2014 * * * 10.7 17.9 71.4 12.2 21.0 66.9  8 2015 * * \$ ≤5.0 29.2 66.7 13.2 28.8 58.0  2014 * * \$ ≤5.0 12.5 87.5 12.6 24.6 62.8  E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3													*	*							
7 2015       *       *       *       7.9       21.1       71.1       10.9       22.8       66.3         2014       *       *       *       10.7       17.9       71.4       12.2       21.0       66.9         8 2015       *       *       *       ≤5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       ≤5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3													*	*	*						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$													*	*	*						
8 2015       *       *       *       *       ≤5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       ≤5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3													*	*	*						
2014 * * * ≤5.0 12.5 87.5 12.6 24.6 62.8  E 2015 * * 10.5 39.5 50.0 19.0 27.7 53.3													*	*	*						
E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3													*	*	*						
													*	*	*						
													*	*	*						

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **New Market Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	137	9	6.6	10	7.3	20	14.6	65	47.4	33	24.1
English/Language Arts 4	109	*	≤5.0	9	8.3	24	22.0	53	48.6	22	20.2
English/Language Arts 5	138	*	≤5.0	18	13.0	45	32.6	71	51.4	*	≤5.0
Mathematics 3	137	*	≤5.0	8	5.8	24	17.5	63	46.0	40	29.2
Mathematics 4	110	*	≤5.0	*	≤5.0	19	17.3	71	64.5	13	11.8
Mathematics 5	138	7	5.1	20	14.5	46	33.3	57	41.3	8	5.8

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

Science

**Mathematics** 

	School	Co	unty	St	tate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014	2015	2014
Elementary	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	19.2	18.5	25.3	23.4	27.4	27.2
High	*	94.5	94.4	92.4	92.7	Advanced Professional	76.9	81.5	72.4	72.7	65.2	65.5
Ü						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles	6.5	3.5	3.6	3.5	8.4	7.0
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0

												ndary Low Poverty ndary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											3000	induity ringin r overty									-
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	5	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	19.7	76.5	≤5.0	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	11.1	84.6	≤5.0	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*					23.5	
												7 2015	*	*	*					22.8	
												2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
												8 2015	*	*	*					28.8	
												2014	*	*	*					24.6	
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **New Market Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	171	*	≤5.0	33	19.3	50	29.2	68	39.8	16	9.4
English/Language Arts 7	144	14	9.7	18	12.5	51	35.4	54	37.5	*	≤5.0
English/Language Arts 8	171	17	9.9	36	21.1	59	34.5	49	28.7	10	5.8
Mathematics 6	171	*	≤5.0	34	19.9	54	31.6	58	33.9	18	10.5
Mathematics 7	144	*	≤5.0	21	14.6	53	36.8	55	38.2	8	5.6
Mathematics 8	133	17	12.8	35	26.3	49	36.8	32	24.1	*	≤5.0
Algebra I	38	*	≤5.0	*	≤5.0	6	15.8	30	78.9	2	5.3

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

**Mathematics** 

Science

	9	chool	Co	unty	Sta	ate	Sch	iool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17.6	25.0	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 82.4	68.8	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	d teacl	ners			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,							Elementary High Poverty *	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
							Secondary High Poverty *	*	4.7	*	17.7	15.7

											condary Low Poverty condary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE S	%
5 2015	26.0	64.0	10.0	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	17.0	70.2	12.8	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5				54.6
											2014	*	*	*			56.0			63.2
											4 2015	*	*	*		36.4	50.0		28.1	
											2014	•	*	*		29.4				63.8
											5 2015		Ţ	*		25.0	60.0		29.9	53.7
											2014	*	*	*	6.7	16.7			25.0	63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*					23.5	
											<b>7 2015</b> 2014	*	*	*		<b>21.1</b>		10.9	21.0	66.3
											8 <b>2015</b>	*	*	*		29.2				
											2014	*	*	*		12.5			<b>28.8</b> 24.6	
											E 2015	*	*	*		39.5			24.6 27.7	
											2014	*	*	*					26.6	
											2014				10.0	30.7	55.5	10.0	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **New Midway/Woodsboro Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	48	9	18.8	5	10.4	10	20.8	23	47.9	*	≤5.0
English/Language Arts 4	57	5	8.8	9	15.8	21	36.8	20	35.1	*	≤5.0
English/Language Arts 5	50	6	12.0	6	12.0	14	28.0	20	40.0	4	8.0
Mathematics 3	48	*	≤5.0	9	18.8	14	29.2	21	43.8	3	6.3
Mathematics 4	57	4	7.0	16	28.1	21	36.8	16	28.1	*	≤5.0
Mathematics 5	50	*	≤5.0	15	30.0	17	34.0	15	30.0	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Schoo	Co	ounty	St	ate	Si	chool	Cou	inty	Sta	te
Attendance Rate %	2015 20	14 2015	2014	2015	2014	Teacher Qualifications 201	5 2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95	0 ≥ <b>95.0</b>	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 56.3	58.8	25.3	23.4	27.4	27.2
High	*	* 94.5	94.4	92.4	92.7	Advanced Professional 43.8	38.2	72.4	72.7	65.2	65.5
					*	Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	2.9	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied teac	hers			
Class of 2014 (4-Year Rate)		*	92.62		86.39	All Quartiles 0.	2.8	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	<b>*</b>	* 2.2	1.5	2.9	3.0
, , ,						Elementary High Poverty	<b>*</b>	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	<b>*</b>	* 3.7	5.5	6.7	6.0
						Secondary High Poverty	<b>k</b> :	* 4.7	*	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advance	ed %	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE S	%
5 2015	26.2	53.4	20.4	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	24.8	61.9	13.3	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5		16.5		54.6
											2014	*	*	*			56.0	10.3		63.2
											4 2015	*	*	*		36.4	50.0		28.1	
											2014	*	*	*		29.4		11.9		63.8
											5 2015	*	*	*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7		11.4		63.6
											6 2015	<b>.</b>	*	•				16.8		58.6
											2014	•	•	•				13.3		
											7 2015	*	*	*		21.1		10.9		66.3
											2014	*	*	*				12.2		
											8 2015	*	*	*		29.2		13.2		
											2014 <b>E 2015</b>	*	*	*		12.5 <b>39.5</b>		12.6	24.6 27.7	
												*	*	*						
											2014				10.0	50.7	33.3	18.8	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **North Frederick Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	95	13	13.7	15	15.8	21	22.1	31	32.6	15	15.8
English/Language Arts 4	88	5	5.7	13	14.8	23	26.1	37	42.0	10	11.4
English/Language Arts 5	102	9	8.8	14	13.7	14	13.7	54	52.9	11	10.8
Mathematics 3	96	7	7.3	13	13.5	26	27.1	35	36.5	15	15.6
Mathematics 4	88	*	≤5.0	14	15.9	23	26.1	43	48.9	5	5.7
Mathematics 5	101	*	≤5.0	15	14.9	19	18.8	49	48.5	16	15.8

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	S	chool	Co	unty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 13.3	13.	8 <b>25.3</b>	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 86.7	86.	2 <b>72.4</b>	72.7	65.2	65.5
							Resident Teacher 0.0	0.	<b>0.0</b>	0.0	1.1	0.7
							Conditional Teacher 0.0	0.	0 0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	fied te	chers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.	0	).0 <b>3.</b>	<b>6</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	* 2.	<b>2</b> 1.5	2.9	3.0
							Elementary High Poverty	*	* 0.	0.7	10.5	11.4
							Secondary Low Poverty	*	* 3.	<b>7</b> 5.5	6.7	6.0
							Secondary High Poverty	*	* 4.	7 *	17.7	15.7

											ndary Low Poverty ndary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											idan y mgm r overty									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	\ Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	ξ	STATE 9	%
5 2015	8.7	66.0	25.2	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	12.5	62.5	25.0	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Oakdale Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	108	*	≤5.0	11	10.2	19	17.6	64	59.3	9	8.3
English/Language Arts 4	106	*	≤5.0	13	12.3	28	26.4	52	49.1	10	9.4
English/Language Arts 5	103	*	≤5.0	*	≤5.0	18	17.5	73	70.9	*	≤5.0
Mathematics 3	108	*	≤5.0	10	9.3	33	30.6	50	46.3	13	12.0
Mathematics 4	108	*	≤5.0	12	11.1	31	28.7	57	52.8	*	≤5.0
Mathematics 5	103	*	≤5.0	11	10.7	19	18.4	61	59.2	12	11.7

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	S	chool	С	ounty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20	L4 201	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 25.0	20	.0 <b>25</b> .	<b>3</b> 23.4	27.4	27.2
High	<b>≥ 95.0</b> ≥ 95.0	94.5	94.4	92.4	92.7	Advanced Professional 75.0	78	.0 <b>72.</b>	4 72.7	65.2	65.5
						Resident Teacher 0.0	0	.0 <b>0</b> .	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 <b>0</b> .	<b>4</b> 0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	≥ 95.00		92.62		86.39	All Quartiles 6.	4	1.9	<b>3.6</b> 3.5	5 <b>8.</b> 4	<b>1</b> 7.6
Class of 2014 (5-Year Rate)	≥ 95.00	93.70	32.02	88.70	00.55	Elementary Low Poverty	*	*	2.2 1.5	5 <b>2.</b> 9	3.0
(0.100.1000)						Elementary High Poverty	*	* (	<b>0.0</b> 0.1	7 10.5	5 11.4
						Secondary Low Poverty	*	*	<b>3.7</b> 5.5	5 <b>6.7</b>	6.0
						Secondary High Poverty	*	*	.7	* 17.7	15.7

										Secondary Low Povert			*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficie	ncy Le	evels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL			COUNTY			STATE		GRADE	S	CHOOL			OUNTY			STATE (	
5 2015	*	*	*		64.3			53.9	9.5	5 2015	*	*	*		70.0			40.8	
2014	*	*	*		65.5			54.9	9.3	2014	*	*	*		56.7			42.5	
8 2015	*	*	*	21.0	72.5	6.5		61.7	6.4	8 2015	*	*	*		54.2			37.6	
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	2014	*	*	*		45.8	50.0		41.0	
*B 2015		60.3		6.9		26.7		61.2		B 2015	*	*	*		39.5			37.5	
2014	≤5.0	54.6	42.7	8.4	62.9	28.7	15.4	61.7	22.9	2014	•	•	•	26.7	43.3	30.0	28.7	37.3	34.0
										2 2015	*	*	*	12.6	<b>545</b>	24.0	10.2	20.4	42.2
										3 2015	*	*	*		54.5				
										2014 <b>4 2015</b>	*	*	*		60.0 <b>54.5</b>	20.0 27.3		35.9 <b>33.5</b>	
										2014	*	*	*		41.2			33.9	
										5 2015	*	*	*			40.0		<b>35.7</b>	
										2014	*	*	*		50.0				
										6 2015	*	*	*		45.2			32.2	
										2014	*	*	*			59.5		37.0	
										7 2015	*	*	*		42.1			31.3	
										2014	*	*	*			64.3		31.9	
										8 2015	*	*	*			37.5		39.0	
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										2014	*	*	*			87.5			
										E 2015	*	*	*			50.0			
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Oakdale High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	313	21	6.7	32	10.2	49	15.7	135	43.1	76	24.3
Algebra I	316	23	7.3	61	19.3	107	33.9	123	38.9	*	≤5.0
Algebra II	138	20	14.5	35	25.4	43	31.2	37	26.8	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sch	nool	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0 ≥	95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	14.3	16.7	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional	85.7	80.0	72.4	72.7	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly	qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	3.0	4.6	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced	1%	Alt-	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	11.8	76.8	11.4	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	12.9	77.6	9.5	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Oakdale Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	193	*	≤5.0	18	9.3	58	30.1	99	51.3	15	7.8
English/Language Arts 7	219	12	5.5	29	13.2	69	31.5	90	41.1	19	8.7
English/Language Arts 8	221	17	7.7	28	12.7	55	24.9	101	45.7	20	9.0
Mathematics 6	193	*	≤5.0	18	9.3	66	34.2	88	45.6	16	8.3
Mathematics 7	219	*	≤5.0	32	14.6	77	35.2	91	41.6	12	5.5
Mathematics 8	156	10	6.4	33	21.2	54	34.6	58	37.2	*	≤5.0
Algebra I	65	*	≤5.0	*	≤5.0	*	≤5.0	58	89.2	6	9.2

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 13.8	20.0	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 86.2	80.0	72.4	72.7	65.2	65.5
			•			Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	ed teach	ners			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.0	3.6	3.5	8.4	7.
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
, , ,						Elementary High Poverty *	*	0.0	0.7	10.5	11.
						Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
						Secondary High Poverty *	*	4.7	*	17.7	15.

										Secondary High Povert			*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		-	OUNTY	/ 0/.		STATE		GRADE		CHOOL			OUNTY			STATE	0/_
5 2015		60.8	5.2		64.3				9.5	5 2015	*	*	- /0 *		<b>70.0</b>			40.8	
2014		66.0						54.9	9.3	2014	*	*	*		56.7			42.5	
8 2015	*	*	*	21.0		6.5		61.7	6.4	8 2015	*	*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7		61.2		B 2015	*	*	*		39.5				30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
										2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
										7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
										2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
										2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
										2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										3 2015	*	*	*		54.5		16.5		54.6
										2014	*	*	*		24.0			26.5	63.2
										4 2015	*	*	*		36.4			28.1	
										2014 <b>5 2015</b>	*	*	*		29.4 <b>25.0</b>	58.8 <b>60.0</b>		24.3 <b>29.9</b>	63.8 <b>53.7</b>
										2014	*	*	*	6.7	16.7	76.7		25.0	63.6
										6 2015	*	*	*		25.8				58.6
										2014	*	*	*			86.5			
										7 2015	*	*	*			71.1			
										2014	*	*	*			71.4			
										8 2015	*	*	*			66.7			
										2014	*	*	*			87.5			
										E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Orchard Grove Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	90	*	≤5.0	14	15.6	20	22.2	47	52.2	8	8.9
English/Language Arts 4	92	7	7.6	15	16.3	30	32.6	37	40.2	*	≤5.0
English/Language Arts 5	97	8	8.2	21	21.6	25	25.8	43	44.3	*	≤5.0
Mathematics 3	90	*	≤5.0	10	11.1	27	30.0	42	46.7	10	11.1
Mathematics 4	93	*	≤5.0	16	17.2	35	37.6	38	40.9	*	≤5.0
Mathematics 5	97	*	≤5.0	18	18.6	37	38.1	36	37.1	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	ool	County	St	ate		Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014 20	15 201	4 2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥	95.0 ≥ <b>9</b>	<b>.0</b> ≥ 95.	0 <b>95.4</b>	95.7	% of certificates:						
Middle	*	* ≥ 9	<b>.0</b> ≥ 95.	0 <b>95.0</b>	95.4	Standard Professional 12	2.5	21.4	25.3	23.4	27.4	27.2
High	*	* 9	. <b>5</b> 94.	4 <b>92.4</b>	92.7	Advanced Professional 87	'.5	71.4	72.4	72.7	65.2	65.5
Ü						Resident Teacher 0	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qua	alified	l teach	ers			
Class of 2014 (4-Year Rate)		*	92.6	2	86.39	All Quartiles	0.0	6.7	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.	70	88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Pove	ty		*	*	4.7	*	17.7	15.7	,
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	. Profi	cienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	/ %	,	STATE		GRADE		CHOOL			OUNTY		۶	STATE S	%
5 2015	≤5.0				64.3			53.9	9.5	5 201		*	*		70.0			40.8	
2014	21.4	53.6	25.0	23.2	65.5	11.2	35.8	54.9	9.3	201	1 *	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 201:	s *	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	201	1 *	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	В 201:	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	1 *	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 201	5 *	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										201	1 *	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 201	5 *	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										201	1 *	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 201	5 *	*	*	20.0	40.0	40.0	23.8	35.7	40.5
										2014	1 *	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6 201	5 *	*	*		45.2			32.2	45.0
										2014		*	*		37.8			37.0	
										7 201		*	*		42.1		14.1		54.5
										201		*	*		25.0				54.9
										8 201		*	*			37.5	16.9		44.0
										201		*	*		33.3	66.7		35.7	
										A 201		•	*		39.5		22.9		44.3
										2014				6.7	46.7	46.7	22.2	34.3	43.5
										3 201	*	*	*	0.1	54.5	26.4	16.5	28.0	54.6
										201		*	*			56.0			63.2
										4 201		*	*		36.4	50.0		28.1	
										2014		*	*		29.4	58.8	11.9		63.8
										5 201:		*	*		25.0	60.0	16.4		53.7
										2014	1 *	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 201:	<b>*</b>	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										201	1 *	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 201:	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 201:	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										E 201	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Parkway Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	37	2	5.4	2	5.4	5	13.5	23	62.2	5	13.5
English/Language Arts 4	28	*	≤5.0	*	≤5.0	4	14.3	15	53.6	7	25.0
English/Language Arts 5	47	*	≤5.0	*	≤5.0	12	25.5	31	66.0	*	≤5.0
Mathematics 3	37	2	5.4	5	13.5	8	21.6	15	40.5	7	18.9
Mathematics 4	28	*	≤5.0	*	≤5.0	2	7.1	20	71.4	4	14.3
Mathematics 5	47	*	≤5.0	6	12.8	14	29.8	23	48.9	3	6.4

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Reading

**Mathematics** 

	Rock C	ree	ek	Sc	ho														240
					Schoo	ı	Coun	ty	Sta	ate			Sc	hool	Co	unty	Sta	ıte	
4	Attendance Rate	%		2	015 2	)14 2	2015 2	2014	2015	2014	Teacher Qualification	ıs	2015	2014	2015	2014	2015	2014	
	Elementary			82	. <b>9</b> 87	7.9 ≥	95.0 ≥	95.0	95.4	95.7	% of certificates:								
	Middle			85	.6 8	5.8 ≥	95.0 ≥	95.0	95.0	95.4	Standard Profession		26.7	23.1	25.3		27.4	27.2	
	High			87	<b>.5</b> 9:	4	94.5	94.4	92.4	92.7	Advanced Profession	al	66.7	76.9	72.4		65.2	65.5	
											Resident Teacher		0.0	0.0	0.0		1.1	0.7	
											Conditional Teacher		0.0	0.0	0.4	0.3	1.5	1.0	
(	Cohort Graduation	Rate									% of classes NOT tau	ht by hi	ghly qualifi	ed teacl	hers				
-	Class of 2014 (4-Y	'ear Ra	te)			*	9	2.62		86.39	All Quartiles		39.5	50.0	3	<b>6</b> 3.	5 8.4	<b>1</b> 7.6	6
	Class of 2014 (5-Y	'ear Ra	te)		*	9:	3.70		88.70		Elementary Low Po		*	: *	2				
											Elementary High Po	,	*		0				
											Secondary Low Pov		*		3				
											Secondary High Po	erty			* 4	,	* 17.7	7 15.7	. /
		MS	A Pro	oficier	icy Le	vels			Ba	asic %	Proficient % Advanced %	P	lt-MSA F	Proficie	ency l	.evels			
	GRADE	S	CHOOL	. %	C	DUNTY	<b>/</b> %	9	STATE 9	%	GRAD	Ē	SCHOOL %	0	COL	NTY %		STATE	%
	5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5	5 20	15 *	*	* 1	.5.0 7	0.0 15	0 24.3	40.8	3
	2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3	20	14 *	*	* 1	.0.0 5	6.7 33	3 19.6	42.5	3
	8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 20	15 *	*	* 2	9.2 5	4.2 16	7 24.0	37.6	3
	2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	20	14 *	*	* ≤	5.0 4	5.8 50	0 19.8	41.0	3
	*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	В 20	15 *	*	* 3	4.2 3	9.5 26	3 31.8	37.5	1
	2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	20	1/1 *	*	* 2	6.7 4	3.3 30	0 28 7	37.3	3

8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
E 2015									

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Rock Creek School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

oabiiia5 viiio											
	School		unty	St	ate	S	chool	С	ounty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 201	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0.0	0	0 <b>25.</b>	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 100.0	100	0 <b>72.</b>	72.7	65.2	65.5
						Resident Teacher 0.0	0	0 <b>0</b> .	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0 <b>0</b> .	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	fied te	achers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.	0	0.0	<b>.6</b> 3.5	8.4	. 7
Class of 2014 (5-Year Rate)	*	93.70		88.70	22.00	Elementary Low Poverty	*	* 2	. <b>2</b> 1.5	2.9	3
(5 : 50: 100)						Elementary High Poverty	*	* (	<b>.0</b> 0.7	7 10.5	11
						Secondary Low Poverty	*	* 3	<b>.7</b> 5.5	6.7	6
						Secondary High Poverty	*	* 4	.7 *	17.7	15

											S	Secondary High Poverty	/		*	*	4.7	*	17.7	15.7	•
			<b>.</b> .						. 0/	D 5: 10/		0/			- ·						
			oficier	-					asic %	Proficient %	Advanced 9				Profi		-				
GRADE		CHOOL			OUNTY			STATE				GRADE	S	CHOOL			OUNTY			STATE '	
5 2015		66.7			64.3			53.9	9.5			5 2015	*	*	*		70.0			40.8	
2014	15.4	69.2 *						54.9	9.3			2014	•	*	*		56.7			42.5	
8 2015	*	*	*		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2		24.0		38.4
2014		*	*	19.8	73.5	6.8		62.8	6.6			2014	*	*	*		45.8		19.8		39.2
* <b>B 2015</b> 2014	*	*	*	6.9	66.4	26.7		<b>61.2</b> 61.7				<b>B 2015</b> 2014	*	*	*		<b>39.5</b> 43.3	26.3	31.8		30.6
2014				8.4	02.9	28.7	15.4	01.7	22.9			2014				20.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31 g	19.3	38 /	42.3
												2014	*	*	*			20.0	12.5		51.6
												4 2015	*	*	*		54.5		20.4		46.1
												2014	*	*	*		41.2		14.7		51.4
												5 2015	*	*	*			40.0	23.8		40.5
												2014	*	*	*		50.0	36.7	18.9		40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*			86.5			
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*			66.7			
												2014	*	*	*			87.5			
												E 2015	*	*	*			<b>50.0</b>			
												/111Δ				1011	30 /	77.5	IAX	/n h	74 7

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Sabillasville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	14	*	≤5.0	3	21.4	4	28.6	5	35.7	2	14.3
English/Language Arts 4	23	*	≤5.0	4	17.4	8	34.8	11	47.8	*	≤5.0
English/Language Arts 5	18	4	22.2	2	11.1	9	50.0	3	16.7	*	≤5.0
Mathematics 3	14	*	≤5.0	*	≤5.0	2	14.3	10	71.4	2	14.3
Mathematics 4	23	*	≤5.0	4	17.4	7	30.4	11	47.8	*	≤5.0
Mathematics 5	18	1	5.6	9	50.0	6	33.3	2	11.1	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 30	0.8	26.1	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 69	).2	73.9	72.4	72.7	65.2	65.5
Ü							Resident Teacher 0	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	alified	l teach	ers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											dary Low Poverty dary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	20.4	68.5	11.1	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	19.8	72.1	8.1	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5		16.5		54.6
											2014	*	*	*			56.0	10.3		63.2
											4 2015	*	*	*		36.4	50.0		28.1	
											2014	*	*	*		29.4		11.9		63.8
											5 2015		Ţ	*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7		11.4		63.6
											6 2015	*	*	*			58.1	16.8		58.6
											2014	*	*	*			86.5			
											<b>7 2015</b> 2014	*	*	*		<b>21.1</b>	71.1	10.9		66.3
											8 <b>2015</b>	*	*	*		29.2			28.8	
											2014	*	*	*		12.5			24.6	
											E 2015	*	*	*		39.5			27.7	
											2014	*	*	*			53.3			
											2014				10.0	30.7	55.5	10.0	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Spring Ridge Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	64	7	10.9	14	21.9	21	32.8	21	32.8	*	≤5.0
English/Language Arts 4	63	6	9.5	17	27.0	13	20.6	21	33.3	6	9.5
English/Language Arts 5	54	*	≤5.0	9	16.7	18	33.3	23	42.6	*	≤5.0
Mathematics 3	63	4	6.3	12	19.0	21	33.3	22	34.9	4	6.3
Mathematics 4	63	6	9.5	11	17.5	22	34.9	24	38.1	*	≤5.0
Mathematics 5	54	3	5.6	8	14.8	20	37.0	22	40.7	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	St	ate	So	hool	Cou	nty	Sta	ite
Attendance Rate %	201	2014	2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 26.7	12.5	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 73.3	81.3	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed tead	hers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.0	6.	5 <b>3.6</b>	3.5	8.4	<b>1</b> 7.6
Class of 2014 (5-Year Rate)	*		93.70	22.02	88.70		Elementary Low Poverty	•	* 2.2	1.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	•	* 0.0	0.7	10.5	5 11.4
							Secondary Low Poverty	•	* 3.7	5.5	6.7	6.0
							Secondary High Poverty 3		* 4.7		17.7	15.7

											S	Secondary High Poverty	•		*	*	4.7	*	17.7	15.7	
			<i>c</i>						. 0/	D 5: 10/		0/			- "						
			ficier	-					asic %	Proficient %	Advanced 9				Profi		-				
GRADE		CHOOL			OUNTY			STATE				GRADE	S	CHOOL			OUNTY			STATE 9	
5 2015		65.5	5.7		64.3			53.9	9.5			5 2015	*	*	*		70.0			40.8	
2014	39.1	56.5				11.2		54.9	9.3			2014	*	*	*		56.7			42.5	
8 2015	*	*	*		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2		24.0		38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6			2014	*	*	*		45.8	50.0	19.8		39.2
*B 2015	*	*	*	6.9	66.4	26.7		61.2				B 2015	*	*	*			26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
														*							
												3 2015	*	*	*		54.5		19.3		42.3
												2014	*	*	*			20.0	12.5		51.6
												4 2015	*	*	*		54.5		20.4		46.1
												2014 <b>5 2015</b>	*	*	*		41.2 <b>40.0</b>	40.0	14.7 <b>23.8</b>		51.4 <b>40.5</b>
												2014	*	*	*		50.0		18.9		40.8
												6 2015	*	*	*		45.2		22.8		45.0
												2014	*	*	*		37.8		16.0		47.0
												7 2015	*	*	*		42.1			31.3	
												2014	*	*	*		25.0		13.3		54.9
												8 2015	*	*	*		50.0		16.9		44.0
												2014	*	*	*		33.3	66.7		35.7	
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*		17.9				
												8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
												2014	*	*	*		12.5				
												E 2015	*	*	*		39.5				
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54 5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Thurmont Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	99	7	7.1	14	14.1	19	19.2	52	52.5	7	7.1
English/Language Arts 4	117	6	5.1	18	15.4	36	30.8	50	42.7	7	6.0
English/Language Arts 5	87	*	≤5.0	11	12.6	34	39.1	39	44.8	*	≤5.0
Mathematics 3	99	*	≤5.0	14	14.1	27	27.3	49	49.5	8	8.1
Mathematics 4	117	*	≤5.0	23	19.7	48	41.0	43	36.8	*	≤5.0
Mathematics 5	87	*	≤5.0	21	24.1	32	36.8	29	33.3	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	nool	Co	unty	Sta	ate	Sci	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.2	94.9	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 26.7	15.6	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 73.3	71.9	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	27.2 65.5 0.7 1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	ed teac	ners			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 5.4	11.5	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
							Elementary High Poverty *	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
							Secondary High Poverty *	k	4.7	*	17.7	157

											ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	:	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	<b>'</b> %	9	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	21.1	76.8	≤5.0	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	24.7	71.2	≤5.0	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Thurmont Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Level 5 Exceeded expectations		
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations			
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 6	180	10	5.6	42	23.3	66	36.7	58	32.2	*	≤5.0	
English/Language Arts 7	188	31	16.5	47	25.0	54	28.7	52	27.7	*	≤5.0	
English/Language Arts 8	191	26	13.6	49	25.7	60	31.4	52	27.2	*	≤5.0	
Mathematics 6	180	*	≤5.0	43	23.9	62	34.4	64	35.6	*	≤5.0	
Mathematics 7	188	14	7.4	56	29.8	78	41.5	40	21.3	*	≤5.0	
Mathematics 8	161	25	15.5	54	33.5	53	32.9	29	18.0	*	≤5.0	
Algebra I	*	*	≤5.0	*	≤5.0	*	≤5.0	*	≥95.0	*	≤5.0	

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Attandance Date 0/	School		unty		ate	Sch		Cou		Stat	
Attendance Rate %	2015 2014	2015	2014	2015	2014	reactier Qualifications ====	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 6.7	6.7	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 93.3	93.3	72.4	72.7	65.2	65.5
· ·						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qualified	d teach	iers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
,,						Elementary High Poverty *	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
						Secondary High Poverty *	*	4.7	*	17.7	15.7

											Secor	ndary High Poverty	,		*	*	4.7	*	17.7	15.7	,
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	\ Profi	cienc	y Lev	els			
GRADE		CHOOL		-	OUNTY	/ %	9	STATE	%			GRADE		CHOOL			OUNTY		5	STATE S	%
5 2015	*	*	*		64.3			53.9	9.5			5 2015	*	*	*		70.0			40.8	
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*		54.5		20.4		46.1
												2014	*	*	*		41.2		14.7		51.4
												5 2015	*	*	*		40.0			35.7	
												2014	*	*	*			36.7	18.9		40.8
												6 2015	*	*	*		45.2			32.2	
												2014	*	*	*		37.8		16.0		47.0
												7 2015	*	*	*		42.1			31.3	
												2014 <b>8 2015</b>	*	*	*		25.0 <b>50.0</b>	64.3	13.3 <b>16.9</b>		54.9 <b>44.0</b>
												2014	*	*	*		33.3	66.7		35.7	46.5
												A 2015	*	*	*		39.5	36.8	22.9		44.3
												2014	*	*	*		46.7			34.3	
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
												8 2015	*	*	*				13.2	28.8	58.0
												2014	*	*	*		12.5			24.6	
												E 2015	*	*	*		39.5			27.7	
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Thurmont Primary**

## PARCC Assessment Performance Results Summary - 2015

	Performance Level														
	Lev	el 1	Lev	Level 2 Level 3 Level 4											
	Did not y expect		Partial expect	ly met tations	Appro- expect		Met exp	ectations	Exce expec	eded tations					
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%					

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	nty Sta		Sc	School		unty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	201	14 2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.0	20	.5 <b>25.3</b>	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 80.0	76	.9 <b>72.4</b>	72.7	65.2	65.5
o .						Resident Teacher 0.0	0	.0 0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ied te	achers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	)	0.0 3.	<b>5</b> 3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	k	* 2.	<b>2</b> 1.5	2.9	3.0
						Elementary High Poverty *	k	* 0.	0.7	10.5	11.4
						Secondary Low Poverty *	k	* 3.	<b>7</b> 5.5	6.7	6.0

											dary Low Poverty dary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNT		;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	22.0	69.9	8.1	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	24.0	67.4	8.5	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5		61.7	6.4		8 2015	*	*	*		54.2			37.6	38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6		2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*		39.5		31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*		54.5			38.4	
											2014	*	*	*		60.0		12.5		51.6
											4 2015	*	*	*		54.5		20.4		46.1
											2014	*	*	*		41.2		14.7		51.4
											5 2015	*	*	*		40.0			35.7	
											2014	*	*	*		50.0		18.9		40.8
											6 2015	*	*	*		45.2			32.2	
											2014	*	*	*			59.5		37.0	47.0
											7 2015		*	*		42.1			31.3	
											2014	*	*	*		25.0		13.3		54.9
											8 2015	*	*	*		50.0		16.9		44.0
											2014	*	*	*		33.3	66.7		35.7	
											A 2015	*	*	*			36.8	22.9		44.3
											2014		·		6.7	46.7	40.7	22.2	34.3	43.5
											3 2015	*	*	*	0.1	54.5	26.4	16 5	28.9	54.6
											2014	*	*	*		24.0				63.2
											4 2015	*	*	*		36.4			28.1	
											2014	*	*	*		29.4	58.8			63.8
											5 2015	*	*	*		25.0	60.0	16.4		53.7
											2014	*	*	*	6.7	16.7	76.7	11.4		63.6
											6 2015	*	*	*		25.8			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*					22.8	
											2014	*	*	*					21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*					24.6	
											E 2015	*	*	*		39.5			27.7	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Tuscarora Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	140	8	5.7	21	15.0	24	17.1	77	55.0	10	7.1
English/Language Arts 4	149	10	6.7	23	15.4	47	31.5	55	36.9	14	9.4
English/Language Arts 5	124	8	6.5	14	11.3	30	24.2	69	55.6	*	≤5.0
Mathematics 3	143	11	7.7	20	14.0	39	27.3	58	40.6	15	10.5
Mathematics 4	149	*	≤5.0	35	23.5	42	28.2	64	43.0	*	≤5.0
Mathematics 5	124	10	8.1	28	22.6	25	20.2	50	40.3	11	8.9

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	Si	chool		Cour	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20	14 20	15	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.6	27	7.7 <b>2</b>	5.3	23.4	27.4	27.2
High	93.8	94.0	94.5	94.4	92.4	92.7	Advanced Professional 77.8	70	).8 <b>7</b>	2.4	72.7	65.2	65.5
Ü							Resident Teacher 0.0	(	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	(	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied te	eachers				
Class of 2014 (4-Year Rate)		91.28		92.62		86.39	All Quartiles 6.0	4	3.8	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	93.08		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											30001	idai y mgm r overty					4.,		17.77	13.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%			GRADE	S	СНООІ	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	6.1	63.5	30.4	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	6.0	59.9	34.1	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
												2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
												8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
												2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
												2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Tuscarora High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	360	76	21.1	70	19.4	69	19.2	108	30.0	37	10.3
Algebra I	399	57	14.3	102	25.6	110	27.6	128	32.1	*	≤5.0
Algebra II	88	27	30.7	22	25.0	19	21.6	19	21.6	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	5	chool	Co	unty	Sta	ate	\$	Schoo	l	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 203	15 20	)14 2	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 48.1	<b>1</b> 4	0.7	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 51.9	<b>9</b> 5	1.9	72.4	72.7	65.2	65.5
3							Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly quali	ified t	eache	rs			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0	.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											366	ondary riight roverty								13.7	
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNT	<b>/</b> %	;	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	22.5	66.2	11.3	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	20.9	66.3	12.8	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*			86.5	13.3	23.5	63.2
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*		29.2			28.8	
												2014	*	*	*			87.5			
												E 2015	*	*	*		39.5			27.7	
												2014	*	*	*		36.7			26.6	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Twin Ridge Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	73	*	≤5.0	8	11.0	13	17.8	43	58.9	6	8.2
English/Language Arts 4	107	*	≤5.0	9	8.4	37	34.6	47	43.9	10	9.3
English/Language Arts 5	71	4	5.6	11	15.5	18	25.4	37	52.1	*	≤5.0
Mathematics 3	73	*	≤5.0	13	17.8	13	17.8	38	52.1	6	8.2
Mathematics 4	107	*	≤5.0	18	16.8	37	34.6	47	43.9	*	≤5.0
Mathematics 5	71	*	≤5.0	11	15.5	24	33.8	28	39.4	7	9.9

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	S	choo	ı	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20	014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 35.3	3	1.4	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 61.8	6	0.0	72.4	72.7	65.2	65.5
3						Resident Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	)	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualit	fied t	each	ers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.	.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, ,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7	*	17.7	15.7

										Secondary High Pover	,		*	*	4.7	*	17.7	15.7	•
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		-	OUNTY	/ %	ç	STATE		GRADE		CHOOL			OUNTY		۶	STATE 9	2%
5 2015		58.9			64.3			53.9	9.5	5 2015		*	*		70.0			40.8	
2014	7.6	56.5	35.9	23.2	65.5	11.2	35.8	54.9	9.3	2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4	8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6	2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
										2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
										4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
										2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
										5 2015	*	*	*		40.0	40.0	23.8		40.5
										2014	*	*	*		50.0				40.8
										6 2015	*	*	*		45.2			32.2	45.0
										2014	*	*	*		37.8			37.0	
										7 2015	*	*	*		42.1		14.1		54.5
										2014 <b>8 2015</b>	*	*	*		25.0 <b>50.0</b>	<b>37.5</b>	16.9		54.9 <b>44.0</b>
										2014	*	*	*		33.3	66.7		35.7	
										A 2015	*	*	*		39.5		22.9		44.3
										2014	*	*	*		46.7			34.3	
										3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 2015	*	*	*				10.9		
										2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										2014	*	*	*				12.6		
										E 2015	*	*	*		39.5		19.0		
										2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Urbana Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	119	*	≤5.0	15	12.6	22	18.5	59	49.6	18	15.1
English/Language Arts 4	132	*	≤5.0	12	9.1	28	21.2	65	49.2	24	18.2
English/Language Arts 5	123	*	≤5.0	13	10.6	24	19.5	66	53.7	20	16.3
Mathematics 3	119	*	≤5.0	19	16.0	25	21.0	45	37.8	26	21.8
Mathematics 4	132	*	≤5.0	14	10.6	25	18.9	72	54.5	17	12.9
Mathematics 5	123	*	≤5.0	7	5.7	36	29.3	50	40.7	30	24.4

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	chool	Co	unty	Sta	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17	.9	14.9	25.3	23.4	27.4	27.2
High	≥ 95.0	≥ 95.0	94.5	94.4	92.4	92.7	Advanced Professional 80.	.6	83.6	72.4	72.7	65.2	65.5
S							Resident Teacher 0.	.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.	.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	lified	d teach	ers			
Class of 2014 (4-Year Rate)	>	95.00		92.62		86.39	All Quartiles	3.6	4.7	3.6	3.5	8.4	7.
Class of 2014 (5-Year Rate)	≥ 95.00	33.00	93.70	32.02	88.70	00.55	Elementary Low Poverty	*	*	2.2	1.5	2.9	3.
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.
							Secondary Low Poverty	*	*	3.7	0. 0.0 1.: 4 0.3 1.: 6 3.5 8 .2 1.5 2 .0 0.7 10 .7 5.5 6	6.7	6.
							Secondary High Poverty	*	*	4.7	*	17.7	15.

									Secondary High Povert			*	*	4.7	*	17.7	15.7	
	NAC	Λ Dr	oficier	sou Lo	wole		D	asic %	Proficient % Advanced %	Λ I+	NACA	\ Profi	iciono	v Love	ale			
00105				•										-		,		.,
GRADE 5.3015	*	CHOOL *	. %		OUNTY <b>64.3</b>		STATE	% 9.5	GRADE	*	CHOOL *	- % *		OUNTY <b>70.0</b>			40.8	
<b>5 2015</b> 2014	*	*	*			11.2	<b>53.9</b> 54.9	9.3	<b>5 2015</b> 2014	*	*	*		56.7			42.5	
8 2015	*	*	*	21.0	<b>72.5</b>	6.5	61.7	6.4	8 2015	*	*	*		54.2		24.0		38.4
2014	*	*	*	19.8	73.5	6.8	62.8	6.6	2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	<5.0	60.5		6.9	66.4	26.7	61.2		B 2015	*	*	*		39.5		31.8		30.6
2014		64.7		8.4	62.9	28.7	61.7		2014	*	*	*		43.3			37.3	
		•			0		•=											
									3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
									2014	*	*	*		60.0		12.5		51.6
									4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
									2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
									5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
									2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
									6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
									2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
									7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
									2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
									8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
									2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
									A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
									2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
									3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
									2014	*	*	*	20.0	24.0	56.0	10.3		63.2
									4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
									2014	*	*	*		29.4	58.8		24.3	63.8
									5 2015	*	*	*		25.0	60.0	16.4		53.7
									2014	*	*	*	6.7	16.7	76.7		25.0	63.6
									6 2015	*	*	*		25.8				58.6
									2014	*	*	*				13.3		
									7 2015	*	*	*				10.9		
									2014	*	*	*				12.2		
									<b>8 2015</b> 2014	*	*	*				<b>13.2</b> 12.6		
									E 2015	*	*	*		39.5		19.0		
									2014	*	*	*				18.8		

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Urbana High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	425	42	9.9	48	11.3	75	17.6	179	42.1	81	19.1
Algebra I	358	19	5.3	52	14.5	97	27.1	184	51.4	*	≤5.0
Algebra II	327	43	13.1	55	16.8	80	24.5	137	41.9	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	36.4	33.3	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional	54.5	57.6	72.4	72.7	65.2	65.5
						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	3.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly	, qualifie	d teach	iers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles	0.0	9.6	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7		17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient % Advance	ed %	Alt	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %		STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE S	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5		5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	8.1	83.5	8.5	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	9.5	77.2	13.3	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											'									
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Urbana Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	270	*	≤5.0	18	6.7	63	23.3	143	53.0	40	14.8
English/Language Arts 7	258	20	7.8	32	12.4	70	27.1	87	33.7	49	19.0
English/Language Arts 8	261	*	≤5.0	33	12.6	66	25.3	118	45.2	33	12.6
Mathematics 6	271	*	≤5.0	17	6.3	74	27.3	144	53.1	33	12.2
Mathematics 7	258	*	≤5.0	40	15.5	88	34.1	99	38.4	26	10.1
Mathematics 8	192	10	5.2	26	13.5	69	35.9	87	45.3	*	≤5.0
Algebra I	69	*	≤5.0	*	≤5.0	*	≤5.0	43	62.3	26	37.7

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	Sch	nool	Co	unty	St	ate	Sci	nool	Cou	ınty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥	95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 14.3	4.8	<b>25.3</b>	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 85.7	95.2	72.4	72.7	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualific	ed tea	chers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.0	0	.0 <b>3.6</b>	3.5	8.4	7.
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *		* 2.2	1.5	2.9	3.
							Elementary High Poverty *		* 0.0	0.7	10.5	11.
							Secondary Low Poverty *		* 3.7	5.5	6.7	6.0
							Secondary High Poverty *		* 4.7	*	17.7	15.

										Secondary Low Secondary High				*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	\ Profi	cienc	y Leve	els			
GRADE	SO	CHOOL			OUNTY		,	STATE	%	GF	RADE	S	CHOOL			OUNTY			STATE	
5 2015	7.9		22.2		64.3			53.9	9.5	5	5 2015	*	*	*		70.0			40.8	
2014	19.4		11.3		65.5	11.2	35.8	54.9	9.3		2014	*	*	*		56.7		19.6		37.9
8 2015	*	*	*	21.0	72.5	6.5		61.7	6.4	8	8 2015	*	*	*		54.2	16.7	24.0		38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8		39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4	'	B 2015	*	*	*		39.5	26.3	31.8		30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3	3 2015	*	*	*		54.5			38.4	42.3
											2014	*	*	*		60.0		12.5		51.6
										4	4 2015	*	*	*		54.5			33.5	46.1
											2014	*	*	*		41.2	35.3	14.7		51.4
										5	5 2015	*	*	*		40.0	40.0		35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
										6	6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*		37.8	59.5	16.0	37.0	47.0
										7	7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
										8	8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
										,	A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
										з	3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4	4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5	5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6	6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7	7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8	8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										ĺ	E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Valley Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	70		%	Count	%	Count	%	Count	%
English/Language Arts 3	65	*	≤5.0	11	16.9	13	20.0	31	47.7	7	10.8
English/Language Arts 4	68	4	5.9	16	23.5	16	23.5	26	38.2	6	8.8
English/Language Arts 5	63	*	≤5.0	7	11.1	13	20.6	39	61.9	*	≤5.0
Mathematics 3	65	*	≤5.0	9	13.8	22	33.8	25	38.5	9	13.8
Mathematics 4	68	*	≤5.0	28	41.2	16	23.5	23	33.8	*	≤5.0
Mathematics 5	63	*	≤5.0	9	14.3	26	41.3	24	38.1	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

	9	School	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	31.4	30.3	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional	68.6	69.7	72.4	72.7	65.2	65.5
9							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly of	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											Secon	dary High Poverty			*	*	4.7	*	17.7	15.7	7
	M	SΔ Pro	oficier	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δlt-	-MSA	\ Profi	cienc	v l evi	ols			
GRADE		CHOOL		•	OUNTY	/ 0/2		STATE				GRADE		CHOOL			OUNTY			STATE	0/2
5 2015			9.8		64.3			53.9	9.5			5 2015	*	*	*		<b>70.0</b>			40.8	
2014		61.7			65.5			54.9	9.3			2014	*	*	*		56.7			42.5	
8 2015	*	*	*		72.5	6.5		61.7	6.4			8 2015	*	*	*		54.2			37.6	
2014	*	*	*		73.5			62.8	6.6			2014	*	*	*		45.8			41.0	
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												'									
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*		25.0			31.9	54.9
												8 2015	*	*	*		50.0			39.0	44.0
												2014	*	*	*		33.3	66.7		35.7	
												A 2015	*	*	*			36.8		32.8	
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												2 2045	٠	*	*	0.4	-4-	20.4	46.5	20.0	
												3 2015	*	*	*		54.5			28.9	54.6
												2014 <b>4 2015</b>	*	*	*		24.0 <b>36.4</b>	56.0 <b>50.0</b>		26.5 <b>28.1</b>	63.2
												2014	*	*	*		29.4				63.8
												5 2015	*	*	*		25.0	60.0	16.4		53.7
												2014	*	*	*		16.7			25.0	63.6
												6 2015	*	*	*		25.8			24.6	
												2014	*	*	*			86.5			
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
												2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
												E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Walkersville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	121	18	14.9	26	21.5	33	27.3	41	33.9	*	≤5.0
English/Language Arts 4	127	19	15.0	22	17.3	40	31.5	42	33.1	*	≤5.0
English/Language Arts 5	112	9	8.0	21	18.8	32	28.6	49	43.8	*	≤5.0
Mathematics 3	121	18	14.9	29	24.0	44	36.4	27	22.3	*	≤5.0
Mathematics 4	126	12	9.5	41	32.5	30	23.8	42	33.3	*	≤5.0
Mathematics 5	112	*	≤5.0	27	24.1	33	29.5	44	39.3	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate	9	Scho	ol	Cour	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	15 2	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 26.3	1 :	20.4	25.3	23.4	27.4	27.2
High	≥ 95.0	94.0	94.5	94.4	92.4	92.7	Advanced Professional 73.9	9 :	73.5	72.4	72.7	65.2	65.5
o .							Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0	2.0	0.4	0.3	1.5	1.0
ohort Graduation Rate	* * ≥ 95.0 ≥ 95.0 95.4 * * ≥ 95.0 ≥ 95.0 95.0 ≥ 95.0 94.0 94.5 94.4 92.4 ate) ≥ 95.00 92.62		% of classes NOT taught by highly qual	ified	teach	ers							
Class of 2014 (4-Year Rate)	≥ 9	95.00		92.62		86.39	All Quartiles 3	.5	8.7	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00		93.70		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
, , ,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

											econdary High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient % Advanced %	%	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE		CHOOL		-	OUNTY	′ %	9	STATE	%		GRADE		CHOOL			OUNTY		5	STATE 9	%
5 2015	*	*	*		64.3			53.9	9.5		5 2015	*	*	*		70.0			40.8	
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3		2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4		8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6		2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	6.9	67.9	25.2	6.9	66.4	26.7	15.4	61.2	23.4		B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	≤5.0	71.1	26.7	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
											2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
											4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
											2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
											5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
											2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
											6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
											2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
											7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
											2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
											8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
											2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
											A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											3 2015	*	*	*		54.5	36.4	16.5		54.6
											2014	*	*	*			56.0			63.2
											4 2015	*	*	*		36.4	50.0		28.1	54.5
											2014	*	*	*		29.4	58.8	11.9		63.8
											5 2015	*	*	*		25.0	60.0	16.4		53.7
											2014	*	*	*		16.7				63.6
											6 2015	*	*	*			58.1	16.8		58.6
											2014	*	*	*					23.5	
											7 2015	*	*	*					22.8	
											2014	*	*	*					21.0	
											8 2015	*	*	*		29.2			28.8	
											2014	*	*	*					24.6	
											E 2015	*	*			39.5			27.7	
											2014	*	*	*	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Walkersville High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	274	38	13.9	36	13.1	47	17.2	106	38.7	47	17.2
Algebra I	200	*	≤5.0	44	22.0	72	36.0	75	37.5	*	≤5.0
Algebra II	111	17	15.3	30	27.0	35	31.5	28	25.2	*	≤5.0

## Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

## **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201!	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 28.1	34.3	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 65.6	57.1	72.4	72.7	65.2	65.5
8						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ed tead	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 13.3	11.	8 <b>3.6</b>	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	:	* 2.2	1.5	2.9	3.0
						Elementary High Poverty	:	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty	:	* 3.7	5.5	6.7	6.0
						Secondary High Poverty 3		* 4.7		17.7	15.7

RANCE		Secondary High Poverty	*	*	4.7	*	17.7	15.7	1
5 2015         * <td>MSA Proficiency Levels Basic % Proficient % Ac</td> <td>dvanced % Alt-IV</td> <td>ISA Pro</td> <td>oficienc</td> <td>y Leve</td> <td>els</td> <td></td> <td></td> <td></td>	MSA Proficiency Levels Basic % Proficient % Ac	dvanced % Alt-IV	ISA Pro	oficienc	y Leve	els			
5 2015         * <td>GRADE SCHOOL % COUNTY % STATE %</td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td>5</td> <td>STATE S</td> <td>%</td>	GRADE SCHOOL % COUNTY % STATE %				-		5	STATE S	%
8 2015    17, 77,1									
2014	2014 * * * 23.2 65.5 11.2 35.8 54.9 9.3	2014 *	* *	10.0	56.7	33.3	19.6	42.5	37.9
*82015 * * 6.9 66.4 26.7 15.4 61.2 23.4  82015 * * 6.9 66.4 26.7 15.4 61.7 22.9  *** 7 8.4 62.9 28.7 15.4 61.7 22.9  *** 8 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	8 2015 17.7 77.1 5.2 21.0 72.5 6.5 31.9 61.7 6.4	8 2015 *	* *	29.2	54.2	16.7	24.0	37.6	38.4
2014	2014 26.1 68.9 5.1 19.8 73.5 6.8 30.6 62.8 6.6	2014 *	* *	≤5.0	45.8	50.0	19.8	41.0	39.2
3 2015	*B 2015 * * * 6.9 66.4 26.7 15.4 61.2 23.4	B 2015 *	* *	34.2	39.5	26.3	31.8	37.5	30.6
2014       *       *       *       *       *       *       10.0       60.0       20.0       12.5       35.9       31.6         4 2015       *       *       *       *       *       12.3       14.2       35.3       14.7       33.9       51.4         5 2015       *       *       *       *       *       13.3       50.0       40.0       40.0       23.8       35.7       40.5         2014       *        *       *       *       *       *       *       *       *       *       *       *       *       *       *       *        *       *       *       *       *       *       *       *       *       *       *       *       *       *       *        *       *       *       *       *       *       *       *       *       *       *       *       *       *       *	2014 * * 8.4 62.9 28.7 15.4 61.7 22.9	2014 *	* *	26.7	43.3	30.0	28.7	37.3	34.0
2014       *        *       *       *       *       *       *       *       *       *       *       *       *       *       *       *        *       *       *       *       *       *       *       *       *       *       *       *       *       *       *        *       *       *       *       *       *       *       * </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>									
4 2015		3 2015 *	* *	13.6	54.5	31.8	19.3	38.4	42.3
2014		2014 *	* *	20.0	60.0	20.0	12.5	35.9	51.6
\$ 2015		4 2015 *	* *	18.2	54.5	27.3	20.4	33.5	46.1
2014       *       *       *       133       50.0       36.7       18.9       40.3       40.8         6 2015       *       *       *       *       25.8       45.2       29.0       22.8       32.2       45.0         2014       *       *       *       36.8       42.1       21.1       14.1       31.3       54.5         2014       *       *       10.7       25.0       63.7       18.9       40.0       40.0         8 2015       *       *       10.7       55.0       33.3       66.7       17.8       35.7       46.5         A 2014       *       *       *       55.0       33.3       66.7       17.8       35.7       46.5         A 2015       *       *       *       *       *       *       *       *       46.7       22.2       34.3       35.5         2014       *		2014 *	* *	23.5	41.2	35.3	14.7	33.9	51.4
6 2015		5 2015 *	* *	20.0	40.0	40.0	23.8	35.7	40.5
2014		2014 *	* *	13.3	50.0	36.7	18.9	40.3	40.8
7 2015									
2014 * * * 10.7 25.0 64.3 13.3 31.9 54.9 8 2015 * * 12.5 50.0 37.5 16.9 39.0 44.0 2014 * * 55.0 33.3 66.7 17.8 35.7 46.5  A 2015 * * 23.7 39.5 36.8 22.9 32.8 44.3 2014 * * 6.7 46.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * 200 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 56.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 57.0 21.5 55.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 55.0 13.5 86.5 13.3 23.5 63.2 2015 * * 55.0 13.5 86.5 13.3 23.5 63.2 2016 * 55.0 13.5 86.5 13.3 23.5 63.2 2017 * 55.0 13.5 86.5 13.3 23.5 63.2 2018 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.3 23.5 63.2 2019 * 55.0 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5 13.5 86.5		2014							
8 2015 * * 12.5 50.0 37.5 16.9 39.0 44.0 2014 * * 5.0 33.3 66.7 17.8 35.7 46.5 A 2015 * * 23.7 39.5 36.8 22.9 32.8 44.3 2014 * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * 9.1 54.5 36.4 16.5 28.9 54.6 2014 * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.7 76.7 11.4 25.0 63.6 2014 * * 5.0 5.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 5.0 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 5.0 29.2 66.7 13.2 28.8 58.0 2014 * * 5.0 5.0 12.5 87.5 12.6 24.6 62.8 E 2015 * * 5.0 12.5 87.5 12.6 24.6 62.8				00.0					
2014 * * * * \$ \$ \$ \$ \$ \$ \$ 33.3 \$ 66.7 \$ 17.8 \$ 35.7 \$ 46.5 \$ A 2015 * * * * * 23.7 \$ 39.5 \$ 36.8 \$ 22.9 \$ 32.8 \$ 44.3 \$ 2014 * * * * 6.7 \$ 46.7 \$ 46.7 \$ 22.2 \$ 34.3 \$ 43.5 \$ 2014 * * * * * 6.7 \$ 46.7 \$ 46.7 \$ 22.2 \$ 34.3 \$ 43.5 \$ 2014 * * * * 20.0 \$ 24.0 \$ 56.0 \$ 10.3 \$ 26.5 \$ 63.2 \$ 2014 * * * * * 13.6 \$ 36.4 \$ 50.0 \$ 17.4 \$ 28.1 \$ 54.5 \$ 2015 * * * * 11.8 \$ 29.4 \$ 58.8 \$ 11.9 \$ 24.3 \$ 63.8 \$ 5 2015 * * * * 15.0 \$ 25.0 \$ 60.0 \$ 16.4 \$ 29.9 \$ 53.7 \$ 2014 * * * * 6.7 \$ 16.7 \$ 76.7 \$ 11.4 \$ 25.0 \$ 63.6 \$ 2014 * * * * * 6.7 \$ 16.7 \$ 76.7 \$ 11.4 \$ 25.0 \$ 63.6 \$ 2014 * * * * * \$ 5.0 \$ 13.5 \$ 86.5 \$ 13.3 \$ 23.5 \$ 63.2 \$ 7 2015 * * * * * 7.9 \$ 21.1 \$ 71.1 \$ 10.9 \$ 22.8 \$ 66.3 \$ 2014 * * * * * \$ 5.0 \$ 13.5 \$ 86.5 \$ 13.3 \$ 23.5 \$ 63.2 \$ 2014 * * * * * \$ 5.0 \$ 29.2 \$ 66.7 \$ 13.2 \$ 28.8 \$ 58.0 \$ 2014 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2014 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2014 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2014 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2014 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 62.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 28.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 28.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$ 28.8 \$ 2015 * * * * * * * \$ 5.0 \$ 12.5 \$ 87.5 \$ 12.6 \$ 24.6 \$				20.7					
A 2015		0 2013							
2014 * * * 6.7 46.7 46.7 22.2 34.3 43.5  3 2015 * * * 20.0 24.0 56.0 10.3 26.5 63.2  4 2015 * * 13.6 36.4 50.0 17.4 28.1 54.5  2014 * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7  2014 * * 6.7 16.7 76.7 11.4 25.0 63.6  6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6  2014 * * 55.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3  2014 * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * 55.0 29.2 66.7 13.2 28.8 58.0		2014		_5.0					
3 2015 * * * 20.0 24.0 56.0 10.3 26.5 63.2 4 2015 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 56.0 13.5 86.5 13.3 23.5 63.2 7 2015 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3 2014 * * 57.9 21.1 71.1 10.9 22.8 66.3									
2014 * * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 5.0 20.1 4 7.9 71.4 12.2 21.0 66.9 8 2015 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0		2014		6.7	46.7	46.7	22.2	34.3	43.5
2014 * * * 13.6 36.4 50.0 17.4 28.1 54.5 2014 * * 11.8 29.4 58.8 11.9 24.3 63.8 5 2015 * * 15.0 25.0 60.0 16.4 29.9 53.7 2014 * * 6.7 16.7 76.7 11.4 25.0 63.6 6 2015 * * 16.1 25.8 58.1 16.8 24.6 58.6 2014 * * 7.9 21.1 71.1 10.9 22.8 66.3 2014 * * 5.0 20.1 4 7.9 71.4 12.2 21.0 66.9 8 2015 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0 2014 * * 5.0 20.2 66.7 13.2 28.8 58.0		2 2015 *	* *	0.1	E4 E	26.4	16 5	28 Q	E4 6
4 2015       *       *       *       13.6       36.4       50.0       17.4       28.1       54.5         2014       *       *       *       11.8       29.4       58.8       11.9       24.3       63.8         5 2015       *       *       *       15.0       25.0       60.0       16.4       29.9       53.7         2014       *       *       *       6.7       16.7       76.7       11.4       25.0       63.6         6 2015       *       *       *       16.1       25.8       58.1       16.8       24.6       58.6         2014       *       *       *       16.1       25.8       58.1       16.8       24.6       58.6         2014       *       *       *       7.9       21.1       71.1       10.9       22.8       66.3         2014       *       *       *       10.7       17.9       71.4       12.2       21.0       66.9         8 2015       *       *       *       55.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       *       55.0       12.5				3.2					
2014 * * * 11.8 29.4 58.8 11.9 24.3 63.8  5 2015 * * * 15.0 25.0 60.0 16.4 29.9 53.7  2014 * * * 6.7 16.7 76.7 11.4 25.0 63.6  6 2015 * * * 16.1 25.8 58.1 16.8 24.6 58.6  2014 * * * 55.0 13.5 86.5 13.3 23.5 63.2  7 2015 * * * 7.9 21.1 71.1 10.9 22.8 66.3  2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * * 55.0 29.2 66.7 13.2 28.8 58.0  2014 * * * 55.0 12.5 87.5 12.6 24.6 62.8  E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3									
$\begin{array}{cccccccccccccccccccccccccccccccccccc$			* *						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$			* *						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$			* *						
$\begin{array}{cccccccccccccccccccccccccccccccccccc$		6 2015 *	* *	16.1	25.8	58.1	16.8	24.6	58.6
$\begin{array}{cccccccccccccccccccccccccccccccccccc$		2014 *	* *	≤5.0	13.5	86.5	13.3	23.5	63.2
8 2015       *       *       *       ≤5.0       29.2       66.7       13.2       28.8       58.0         2014       *       *       *       ≤5.0       12.5       87.5       12.6       24.6       62.8         E 2015       *       *       *       10.5       39.5       50.0       19.0       27.7       53.3		7 2015 *	* *						
2014 * * * ≤5.0 12.5 87.5 12.6 24.6 62.8 E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3		2014 *	* *	10.7	17.9	71.4	12.2	21.0	66.9
E 2015 * * * 10.5 39.5 50.0 19.0 27.7 53.3		8 2015 *	* *	≤5.0	29.2	66.7	13.2	28.8	58.0
		2014 *	* *	≤5.0	12.5	87.5	12.6	24.6	62.8
2014 * * * 10.0 36.7 53.3 18.8 26.6 54.5		E 2015 *	* *	10.5	39.5	50.0	19.0	27.7	53.3
10.0 30.7 33.3 16.0 20.0 34.3		2014 *	* *	10.0	36.7	53.3	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Walkersville Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	243	13	5.3	56	23.0	68	28.0	91	37.4	15	6.2
English/Language Arts 7	279	43	15.4	58	20.8	74	26.5	81	29.0	23	8.2
English/Language Arts 8	255	31	12.2	50	19.6	86	33.7	78	30.6	*	≤5.0
Mathematics 6	244	16	6.6	45	18.4	88	36.1	83	34.0	*	≤5.0
Mathematics 7	279	*	≤5.0	64	22.9	113	40.5	85	30.5	*	≤5.0
Mathematics 8	216	21	9.7	55	25.5	88	40.7	52	24.1	*	≤5.0
Algebra I	39	*	≤5.0	*	≤5.0	*	≤5.0	35	89.7	3	7.7

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Schoo	d (	ounty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2	014 201	5 2014	2015	2014	Teacher Qualifications 2	015	2014	2015	2014	2015	2014
Elementary	<b>94.9</b> ≥ 95	i.0 ≥ <b>95</b> .	<b>0</b> ≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	* ≥ 95.	<b>0</b> ≥ 95.0	95.0	95.4	Standard Professional 32	2.1	33.3	25.3	23.4	27.4	27.2
High	*	* 94.	5 94.4	92.4	92.7	Advanced Professional 64	1.3	66.7	72.4	72.7	65.2	65.5
						Resident Teacher C	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher C	0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qua	alifie	d teach	ers			
Class of 2014 (4-Year Rate)		*	92.62		86.39	All Quartiles	0.0	0.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.7		88.70		Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
						Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
						Secondary High Poverty	*	*	4.7		17.7	15.7

										Secondary High Pove	,		*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficie	ncy Le	evels			В	Basic %	Proficient % Advanced %	Al	t-MSA	A Prof	icienc	y Lev	els			
GRADE		CHOOL		С	COUNT	′ %		STATE	%	GRADE	;	SCHOO			OUNTY			STATE	
5 2015		36.5				12.3		53.9	9.5	5 201	5 *	*	*		70.0			40.8	
2014		44.6			65.5			54.9	9.3	201		*	*		56.7			42.5	
8 2015	*	*	*	21.0		6.5		61.7	6.4	8 201		*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	201		*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7		61.2		B 201		*	*		39.5				
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	201	4 *	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 201		*	*		54.5			38.4	42.3
										201		*	*		60.0				51.6
										4 201		*	*		54.5			33.5	46.1
										201		*	*		41.2				51.4
										5 201		*	*			40.0		35.7	
										201 <b>6 201</b>		*	*		50.0 <b>45.2</b>			40.3	40.8
										201		*	*		37.8				<b>45.0</b> 47.0
										7 <b>201</b>		*	*		42.1				<b>54.5</b>
										201		*	*		25.0	64.3		31.9	54.9
										8 201		*	*		50.0	37.5			44.0
										201		*	*		33.3	66.7			46.5
										A 201		*	*		39.5				44.3
										201		*	*	6.7		46.7		34.3	
										3 201	5 *	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										201		*	*		24.0			26.5	63.2
										4 201		*	*		36.4			28.1	
										201	4 *	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 201	5 *	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										201	4 *	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 201	5 *	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										201	4 *	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 201	5 *	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										201	4 *	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 201	5 *	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										201	4 *	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										E 201	5 *	*	*	10.5	39.5	50.0	19.0	27.7	53.3

2014 \* \* \* 10.0 36.7 53.3 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Waverley Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	84	21	25.0	24	28.6	19	22.6	19	22.6	*	≤5.0
English/Language Arts 4	69	12	17.4	20	29.0	23	33.3	13	18.8	*	≤5.0
English/Language Arts 5	63	17	27.0	15	23.8	18	28.6	13	20.6	*	≤5.0
Mathematics 3	85	18	21.2	28	32.9	27	31.8	10	11.8	*	≤5.0
Mathematics 4	71	5	7.0	34	47.9	19	26.8	13	18.3	*	≤5.0
Mathematics 5	66	6	9.1	33	50.0	24	36.4	*	≤5.0	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* 10.0 36.7 53.3 18.8 26.6 54.5

	Sc	hool	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0	94.7	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 32.5	26.8	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 67.5	61.0	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tead	hers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 3.0	3.	7 <b>3.6</b>	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70		88.70		Elementary Low Poverty *	:	* 2.2	1.5	2.9	3.0
							Elementary High Poverty *	:	* 0.0	0.7	10.5	11.4
							Secondary Low Poverty *	:	* 3.7	5.5	6.7	6.0
							Secondary High Poverty *		* 4.7	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											3000	indary ringir roverty					4.,		17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	;	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE 9	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	36.0	61.1	≤5.0	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	32.4	61.8	5.7	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5			
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*			66.7			
												2014	*	*	*			87.5			
												E 2015	*	*	*			50.0			

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **West Frederick Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	265	26	9.8	46	17.4	101	38.1	78	29.4	14	5.3
English/Language Arts 7	293	62	21.2	61	20.8	70	23.9	79	27.0	21	7.2
English/Language Arts 8	246	42	17.1	54	22.0	67	27.2	67	27.2	16	6.5
Mathematics 6	269	34	12.6	90	33.5	69	25.7	65	24.2	*	≤5.0
Mathematics 7	298	38	12.8	85	28.5	108	36.2	63	21.1	*	≤5.0
Mathematics 8	225	40	17.8	77	34.2	71	31.6	37	16.4	*	≤5.0
Algebra I	31	*	≤5.0	*	≤5.0	*	≤5.0	23	74.2	7	22.6

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	S	chool	C	ounty	Sta	ite
Attendance Rate %	201	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20:	14 201	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 45.9	41	.7 <b>25</b> .	<b>3</b> 23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 54.1	52	.8 <b>72</b> .	4 72.7	65.2	65.5
							Resident Teacher 0.0	0	.0 <b>0</b> .	0.0	1.1	0.7
							Conditional Teacher 0.0	0	.0 <b>0</b> .	4 0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualit	ied te	achers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 0.	0	0.0	<b>3.6</b> 3.	5 <b>8.</b> 4	7.6
Class of 2014 (5-Year Rate)	*		93.70	32.02	88.70	00.55	Elementary Low Poverty	*	*	2 <b>.2</b> 1.	5 <b>2.</b> 9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	*	*	<b>).0</b> 0.	7 10.5	11.4
							Secondary Low Poverty	*	*	<b>3.7</b> 5.	5 <b>6.7</b>	6.0
							Secondary High Poverty	*	*	1.7	* 17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
											366	ondary riight roverty								13.7	
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNT	<b>/</b> %	,	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	30.6	62.2	7.2	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	25.0	67.3	7.7	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	*	*	*	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	*	*	*	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*	25.8	45.2	29.0	22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*	10.7	25.0	64.3	13.3	31.9	54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9	39.0	44.0
												2014	*	*	*	≤5.0	33.3	66.7	17.8	35.7	46.5
												A 2015	*	*	*	23.7	39.5	36.8	22.9	32.8	44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
												2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
												4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
												2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
												5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
												2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
												6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
												2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4			
												8 2015	*	*	*		29.2			28.8	
												2014	*	*	*			87.5			
												E 2015	*	*	*		39.5			27.7	
												2014	*	*	*		36.7			26.6	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Whittier Elementary**

## PARCC Assessment Performance Results Summary - 2015

		Performance Level													
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5				
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect					
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%				
English/Language Arts 3	117	14	12.0	18	15.4	23	19.7	58	49.6	*	≤5.0				
English/Language Arts 4	87	8	9.2	15	17.2	27	31.0	33	37.9	*	≤5.0				
English/Language Arts 5	111	6	5.4	21	18.9	32	28.8	50	45.0	*	≤5.0				
Mathematics 3	117	8	6.8	29	24.8	32	27.4	38	32.5	10	8.5				
Mathematics 4	87	6	6.9	19	21.8	22	25.3	39	44.8	*	≤5.0				
Mathematics 5	111	*	≤5.0	26	23.4	39	35.1	41	36.9	*	≤5.0				

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

10.0 36.7 53.3 18.8 26.6 54.5

**Mathematics** 

	Scho	ool	Co	unty	Sta	ate	9	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	15 2	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0 ≥	95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 29.0	0 :	26.5	25.3	23.4	27.4	27.2
High	*	*	94.5	94.4	92.4	92.7	Advanced Professional 71.0	0	61.8	72.4	72.7	65.2	65.5
							Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0	2.9	0.4	0.3	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly quali	ified	teach	ers			
Class of 2014 (4-Year Rate)		*		92.62		86.39	All Quartiles 1	.9	8.0	3.6	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*		93.70	32.02	88.70	00.55	Elementary Low Poverty	*	*	2.2	1.5	2.9	3.0
(,							Elementary High Poverty	*	*	0.0	0.7	10.5	11.4
							Secondary Low Poverty	*	*	3.7	5.5	6.7	6.0
							Secondary High Poverty	*	*	4.7	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	3.7 4.7	5.5 *	6.7 17.7	6.0 15.7	
												,g									
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	5	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	,	STATE	%
5 2015	*	*	*	23.4	64.3	12.3	36.7	53.9	9.5			5 2015	*	*	*	15.0	70.0	15.0	24.3	40.8	34.9
2014	*	*	*	23.2	65.5	11.2	35.8	54.9	9.3			2014	*	*	*	10.0	56.7	33.3	19.6	42.5	37.9
8 2015	9.7	78.2	12.1	21.0	72.5	6.5	31.9	61.7	6.4			8 2015	*	*	*	29.2	54.2	16.7	24.0	37.6	38.4
2014	10.5	82.0	7.5	19.8	73.5	6.8	30.6	62.8	6.6			2014	*	*	*	≤5.0	45.8	50.0	19.8	41.0	39.2
*B 2015	*	*	*	6.9	66.4	26.7	15.4	61.2	23.4			B 2015	*	*	*	34.2	39.5	26.3	31.8	37.5	30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9			2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
												3 2015	*	*	*	13.6	54.5	31.8	19.3	38.4	42.3
												2014	*	*	*	20.0	60.0	20.0	12.5	35.9	51.6
												4 2015	*	*	*	18.2	54.5	27.3	20.4	33.5	46.1
												2014	*	*	*	23.5	41.2	35.3	14.7	33.9	51.4
												5 2015	*	*	*	20.0	40.0	40.0	23.8	35.7	40.5
												2014	*	*	*	13.3	50.0	36.7	18.9	40.3	40.8
												6 2015	*	*	*		45.2		22.8	32.2	45.0
												2014	*	*	*	≤5.0	37.8	59.5	16.0	37.0	47.0
												7 2015	*	*	*	36.8	42.1	21.1	14.1	31.3	54.5
												2014	*	*	*		25.0	64.3	13.3		54.9
												8 2015	*	*	*	12.5	50.0	37.5	16.9		44.0
												2014	*	*	*	≤5.0	33.3	66.7		35.7	46.5
												A 2015	*	*	*		39.5	36.8	22.9		44.3
												2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
												3 2015	*	*	*			36.4	16.5		54.6
												2014	*	*	*		24.0	56.0	10.3		63.2
												4 2015	*		*		36.4			28.1	
												2014	*	*	*		29.4	58.8	11.9		63.8
												5 2015	•	•	*		25.0	60.0	16.4		53.7
												2014			*	6.7	16.7	76.7	11.4		63.6
												6 2015	*				25.8		16.8		58.6
												2014	*	*	*			86.5			
												7 2015	*	*	*			71.1			
												2014	*	*	*			71.4		21.0 28.8	
												<b>8 2015</b> 2014	*	*	*		<b>29.2</b> 12.5				
													*	*	*					24.6	
												E 2015				10.5	39.5	50.0	19.0	21.7	55.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

## **Windsor Knolls Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	251	*	≤5.0	35	13.9	68	27.1	115	45.8	26	10.4
English/Language Arts 7	259	24	9.3	49	18.9	83	32.0	87	33.6	16	6.2
English/Language Arts 8	257	22	8.6	44	17.1	75	29.2	99	38.5	17	6.6
Mathematics 6	250	*	≤5.0	49	19.6	91	36.4	93	37.2	*	≤5.0
Mathematics 7	261	*	≤5.0	57	21.8	94	36.0	89	34.1	*	≤5.0
Mathematics 8	194	20	10.3	44	22.7	69	35.6	61	31.4	*	≤5.0
Algebra I	62	*	≤5.0	*	≤5.0	*	≤5.0	55	88.7	7	11.3

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	4 2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 10.0	10.0	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 90.0	90.0	72.4	72.7	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed tead	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.	0 <b>3.6</b>	3.5	8.4	7.6
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	:	* 2.2	1.5	2.9	3.0
						Elementary High Poverty *	:	* 0.0	0.7	10.5	11.4
						Secondary Low Poverty *	:	* 3.7	5.5	6.7	6.0
						Secondary High Poverty *		* 4.7	*	17.7	15.7

										Secondary High Pove			*	*	4.7	*	17.7	15.7	
	MS	SA Pro	oficie	ncy Le	evels			E	Basic %	Proficient % Advanced %	Al	t-MS/	\ Prof	icienc	y Lev	els			
GRADE		CHOOL			COUNT			STATE		GRADE	;	SCHOO			OUNTY			STATE	
5 2015		61.1				12.3		53.9	9.5	5 201	5 *	*	*		70.0			40.8	
2014		60.0			65.5			54.9	9.3	201		*	*		56.7			42.5	
8 2015	*	*	*	21.0				61.7		8 201		*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6	201		*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4			61.2		B 201		*	*		39.5				30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9	201	4 *	*	*	26.7	43.3	30.0	28.7	37.3	34.0
										3 201		*	*		54.5			38.4	42.3
										201		*	*		60.0				51.6
										4 201		*	*		54.5			33.5	46.1
										201		*	*		41.2				51.4
										5 201		*	*			40.0		35.7	
										201 <b>6 201</b>		*	*		50.0 <b>45.2</b>			40.3 <b>32.2</b>	40.8
										201		*	*		37.8				<b>45.0</b> 47.0
										7 201		*	*		42.1				<b>54.5</b>
										201		*	*		25.0	64.3		31.9	54.9
										8 201		*	*		50.0	37.5			44.0
										201		*	*		33.3	66.7			46.5
										A 201		*	*		39.5				44.3
										201		*	*	6.7		46.7		34.3	
										3 201	5 *	*	*	9.1	54.5	36.4	16.5	28.9	54.6
										201	4 *	*	*	20.0	24.0	56.0	10.3	26.5	63.2
										4 201	5 *	*	*	13.6	36.4	50.0	17.4	28.1	54.5
										201	4 *	*	*	11.8	29.4	58.8	11.9	24.3	63.8
										5 201	5 *	*	*	15.0	25.0	60.0	16.4	29.9	53.7
										201	4 *	*	*	6.7	16.7	76.7	11.4	25.0	63.6
										6 201	5 *	*	*	16.1	25.8	58.1	16.8	24.6	58.6
										201	4 *	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
										7 201	5 *	*	*	7.9	21.1	71.1	10.9	22.8	66.3
										201	4 *	*	*	10.7	17.9	71.4	12.2	21.0	66.9
										8 201	5 *	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
										201	4 *	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
										E 201	5 *	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Wolfsville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	29	2	6.9	2	6.9	6	20.7	18	62.1	*	≤5.0
English/Language Arts 4	25	4	16.0	2	8.0	3	12.0	12	48.0	4	16.0
English/Language Arts 5	35	6	17.1	6	17.1	12	34.3	10	28.6	*	≤5.0
Mathematics 3	29	2	6.9	2	6.9	8	27.6	16	55.2	*	≤5.0
Mathematics 4	25	4	16.0	5	20.0	8	32.0	8	32.0	*	≤5.0
Mathematics 5	35	3	8.6	9	25.7	9	25.7	14	40.0	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* \* 10.0 36.7 53.3 18.8 26.6 54.5

	School	Co	unty	St	ate	Sch	nool	Cou	ntv	Sta	te
Attendance Rate %	2015 2014		2014	2015		Teacher Qualifications 2015		2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 15.4	16.7	25.3	23.4	27.4	27.2
High	* *	94.5	94.4	92.4	92.7	Advanced Professional 80.8	79.2	72.4	72.7	65.2	65.5
		3 <b>.</b>				Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.3	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	ed teacl	hers			
Class of 2014 (4-Year Rate)	*		92.62		86.39	All Quartiles 0.0	0.0	3.6	3.5	8.4	7.
Class of 2014 (5-Year Rate)	*	93.70		88.70		Elementary Low Poverty *	*	2.2	1.5	2.9	3.0
(						Elementary High Poverty *	*	0.0	0.7	10.5	11.
						Secondary Low Poverty *	*	3.7	5.5	6.7	6.0
						Secondary High Poverty *	*	4.7	*	17.7	15.

											y High Poverty			*	*	4.7	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	evels			E	Basic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE		CHOOL			COUNT			STATE	%		GRADE	S	CHOOL			OUNTY			STATE	
5 2015		78.1				12.3		53.9	9.5		5 2015	*	*	*		70.0			40.8	
2014		62.7			65.5			54.9	9.3		2014	*	*	*		56.7			42.5	
8 2015	*	*	*	21.0				61.7	6.4		8 2015	*	*	*		54.2				38.4
2014	*	*	*	19.8	73.5	6.8		62.8	6.6		2014	*	*	*		45.8	50.0		41.0	39.2
*B 2015	*	*	*	6.9	66.4			61.2			B 2015	*	*	*		39.5				30.6
2014	*	*	*	8.4	62.9	28.7	15.4	61.7	22.9		2014	*	*	*	26.7	43.3	30.0	28.7	37.3	34.0
											3 2015	*	*	*		54.5		19.3		42.3
											2014	•	*	*		60.0				51.6
											4 2015	*	*	*		54.5			33.5	46.1
											2014	*	*	*		41.2	40.0		33.9 <b>35.7</b>	51.4
											<b>5 2015</b> 2014	*	*	*		<b>40.0</b> 50.0			40.3	40.8
											6 2015	*	*	*		45.2				45.0
											2014	*	*	*		37.8				47.0
											7 2015	*	*	*		42.1				54.5
											2014	*	*	*			64.3		31.9	54.9
											8 2015	*	*	*			37.5	16.9		44.0
											2014	*	*	*			66.7			46.5
											A 2015	*	*	*		39.5				44.3
											2014	*	*	*	6.7	46.7	46.7	22.2	34.3	43.5
											'									
											3 2015	*	*	*	9.1	54.5	36.4	16.5	28.9	54.6
											2014	*	*	*	20.0	24.0	56.0	10.3	26.5	63.2
											4 2015	*	*	*	13.6	36.4	50.0	17.4	28.1	54.5
											2014	*	*	*	11.8	29.4	58.8	11.9	24.3	63.8
											5 2015	*	*	*	15.0	25.0	60.0	16.4	29.9	53.7
											2014	*	*	*	6.7	16.7	76.7	11.4	25.0	63.6
											6 2015	*	*	*	16.1	25.8	58.1	16.8	24.6	58.6
											2014	*	*	*	≤5.0	13.5	86.5	13.3	23.5	63.2
											7 2015	*	*	*	7.9	21.1	71.1	10.9	22.8	66.3
											2014	*	*	*	10.7	17.9	71.4	12.2	21.0	66.9
											8 2015	*	*	*	≤5.0	29.2	66.7	13.2	28.8	58.0
											2014	*	*	*	≤5.0	12.5	87.5	12.6	24.6	62.8
											E 2015	*	*	*	10.5	39.5	50.0	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Yellow Springs Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	77	6	7.8	8	10.4	15	19.5	43	55.8	5	6.5
English/Language Arts 4	87	*	≤5.0	14	16.1	19	21.8	41	47.1	9	10.3
English/Language Arts 5	73	*	≤5.0	5	6.8	26	35.6	38	52.1	*	≤5.0
Mathematics 3	77	*	≤5.0	10	13.0	17	22.1	42	54.5	5	6.5
Mathematics 4	87	*	≤5.0	12	13.8	18	20.7	49	56.3	5	5.7
Mathematics 5	74	*	≤5.0	12	16.2	30	40.5	30	40.5	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations